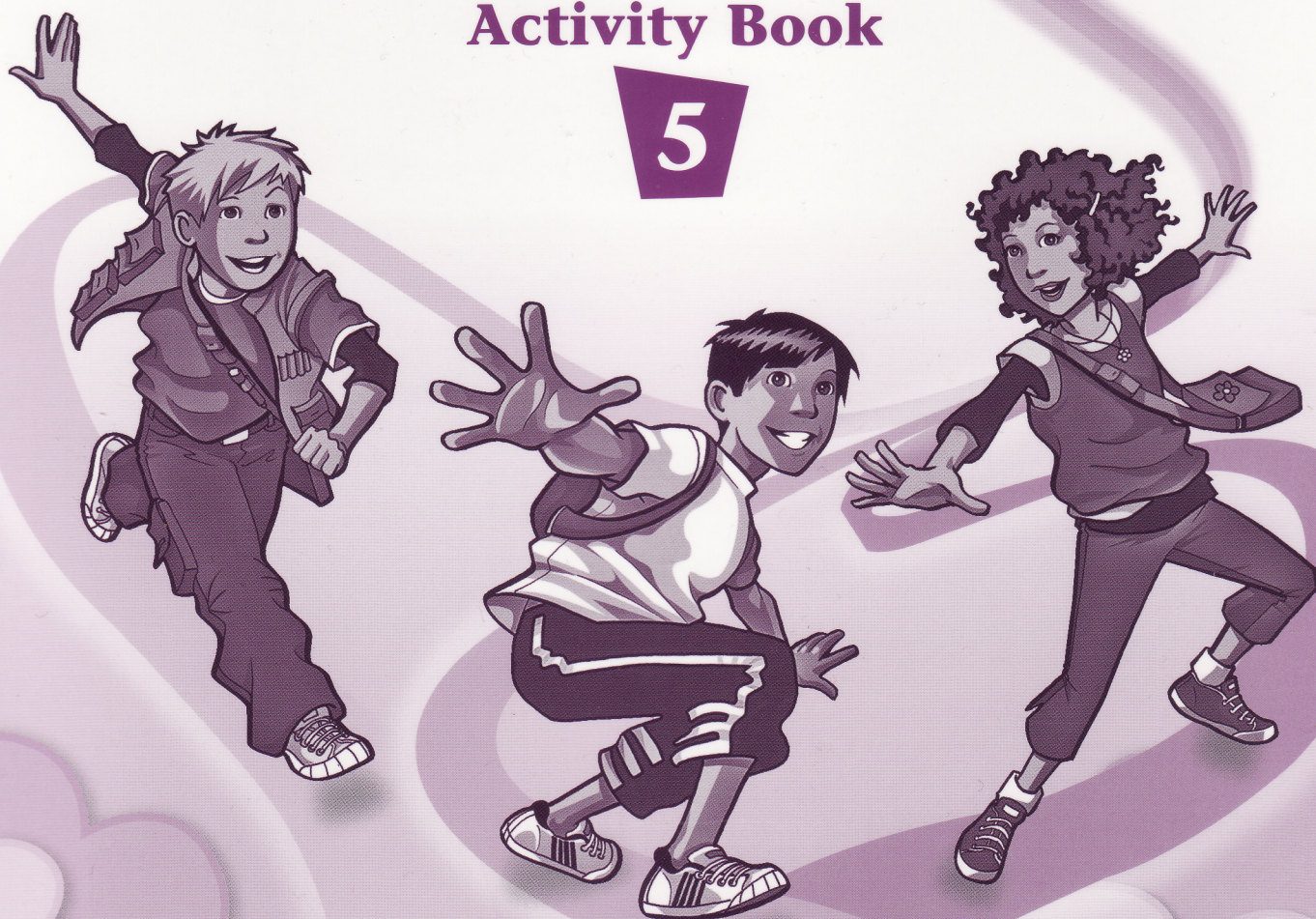


# INCREDBLE ENGLISH

Activity Book

5



Sarah Phillips  
Peter Redpath

OXFORD

# INCREDIBLE ENGLISH

## Activity Book

5

	The Incredible Team	2
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Sarah Phillips  
Peter Redpath

**OXFORD**  
UNIVERSITY PRESS

# THE INCREDIBLE TEAM

## Vocabulary and speaking

### 1 Read and match.

1



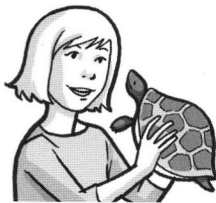
2



3



4



a

I love riding my bike.

b

I like tortoises.

c

I like taking photos.

1

d

I like bananas.

### 2 Write the words in the correct box.

~~History~~ broccoli swimming snakes  
yoghurt monkeys cooking Science  
watching TV biscuits Art  
bats reading

#### School subjects:

History

#### Activities:

#### Food:

#### Animals:

### 3 Write questions and draw.

1



Do you like drawing pictures?

2



Do you like Maths?

3



4



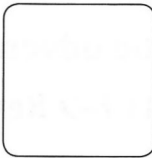
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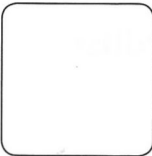
6



7



8



### 4 Ask your partner the questions.

Answer Yes, I do or No, I don't.

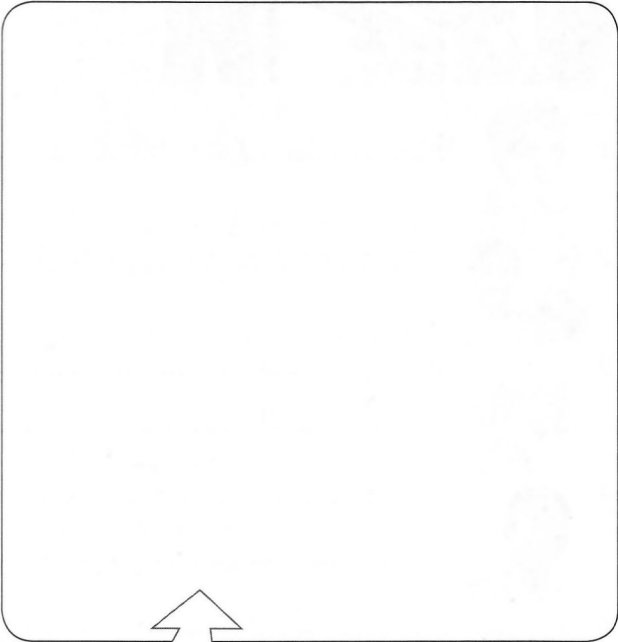
## Writing

### 1 Read. Write the name.

Look at Class Book page 4 to find the answer.

My name's \_\_\_\_\_ . I'm eleven. I've got one sister. We live in Castleford.  
My school is in Castleford too. I'm good at Maths and Music, but I'm not very good at Gym.  
After school I like playing in the park with my friends. On Tuesdays and Thursdays, I go to my guitar class.

### 2 Complete your profile.

All about me  Draw yourself here.	Name:	
	Age:	
	Brothers and sisters:	
	Address:	
	Good at:	
	Not good at:	
	After school activities:	

### 3 Now write about yourself.

---

---

---

---

---

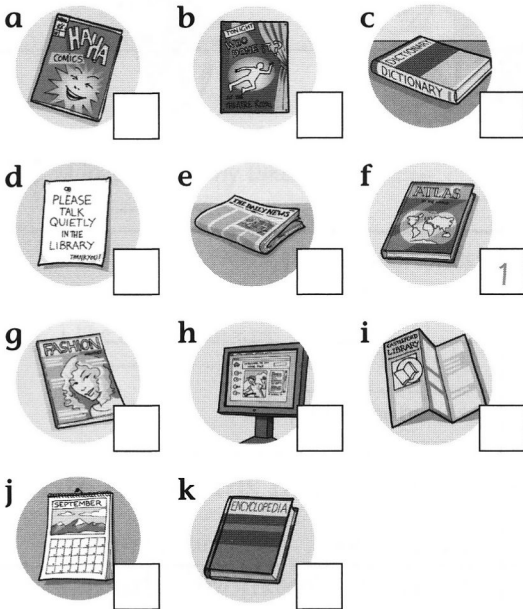
# 1

# At the library

## Vocabulary

### 1 Number the pictures.

- 1 atlas 2 encyclopedia 3 comic  
 4 poster 5 magazine 6 dictionary  
 7 website 8 newspaper 9 leaflet  
 10 notice 11 calendar



### 2 Write the words.

I often use these things:

---

I sometimes use these things:

---









I never use these things:

---

### 3 Find the people and write sentences.

reading carrying looking at



- 1  He's reading a newspaper.
- 2  They're looking at a poster.
- 3  \_\_\_\_\_
- 4  \_\_\_\_\_
- 5  \_\_\_\_\_
- 6  \_\_\_\_\_
- 7  \_\_\_\_\_
- 8  \_\_\_\_\_

# Vocabulary and speaking

Shall we look in the atlas?

I don't know.

Let's check in a dictionary.

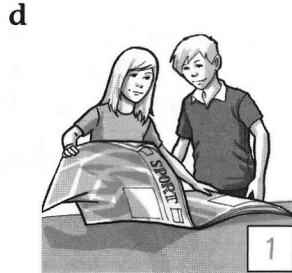
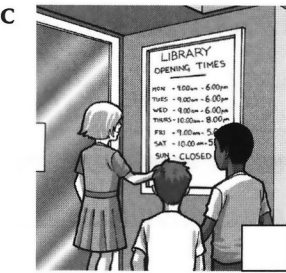
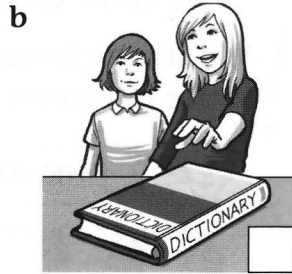
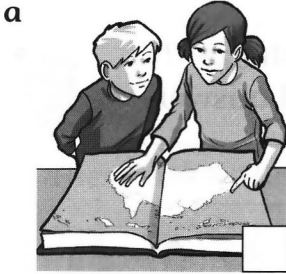
How do you spell 'broccoli'?

What does 'equator' mean?

Good idea.

OK.

## 1 Listen and number. 1.4



## 2 Order the dialogues. Then listen and check. 1.4

1 a I don't know. Let's look in the atlas.

b Where's Canberra?

c It's in Australia.

d Good idea.


2 a Look, it opens at 10am and closes at 8pm.

b I don't know. Let's look at the notice.

c What time does the library close?

d OK. Come on.


## 3 Listen and repeat. 1.5



Let's look in the newspaper.

Shall we check in the dictionary?

## 4 Write responses. Use *Let's ...* and *Shall we ...?*

look at the leaflet  
 check on the calendar  
 look in the encyclopedia  
 look in a dictionary

1 What do pandas eat?

I don't know. Shall we look in the encyclopedia?

2 What does 'isobar' mean?

I don't know. \_\_\_\_\_

3 What's the phone number of the museum?

I don't know. \_\_\_\_\_

4 What day of the week is your birthday this year?

I don't know. \_\_\_\_\_

## 5 Practise your vocabulary. Ask and answer.

How do you say \_\_\_\_\_ in English?

How do you spell \_\_\_\_\_?

ANSWER!

I don't know.

Let's check in a dictionary.  
 Shall we look in the book?

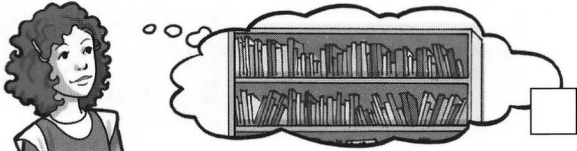
OK.


# Grammar

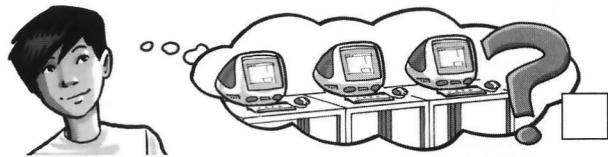
## There was and There were


<b>Affirmative</b>	There <b>was</b> a poster.	There <b>were</b> some giraffes.
<b>Negative</b>	There <b>wasn't</b> an encyclopedia.	There <b>weren't</b> any snakes.
<b>Questions</b>	<b>Was</b> there a computer room?	<b>Were</b> there any penguins?
<b>Short answers</b>	Yes, there <b>was</b> . No, there <b>wasn't</b> .	Yes, there <b>were</b> . No, there <b>weren't</b> .

### 1 Listen and number. 1.8

a 

b 

c 

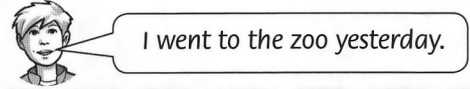
d 

### 2 Make sentences. Match them to the pictures in Activity 1.


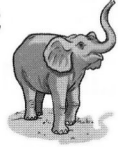




- 1 computer room Was ? a there  
Was there a computer room?  
 Picture c
- 2 lots of There books were .  
 \_\_\_\_\_  
 Picture \_\_\_\_\_
- 3 any ? Were comics there  
 \_\_\_\_\_  
 Picture \_\_\_\_\_
- 4 was wooden door a . There  
 \_\_\_\_\_  
 Picture \_\_\_\_\_

### 3 Now listen again and check. 1.8

### 4 What was there at the zoo? Write questions and answers.



dolphins	x	monkeys	✓
crocodile	✓	elephant	✓
penguins	x	tarantula	x

- 1  Were there any penguins?  
No, there weren't.
- 2  Was there an elephant?  
 \_\_\_\_\_
- 3  \_\_\_\_\_  
 \_\_\_\_\_
- 4  \_\_\_\_\_  
 \_\_\_\_\_
- 5  \_\_\_\_\_  
 \_\_\_\_\_
- 6  \_\_\_\_\_  
 \_\_\_\_\_

## Grammar

5 Write *true* or *false* about your classroom last year. Correct the false sentences.

There were two cupboards.

There wasn't a teacher.

True.

False! There was a teacher!

- 1 There were two blackboards.  
\_\_\_\_\_
- 2 There wasn't a whiteboard.  
\_\_\_\_\_
- 3 There were twenty desks.  
\_\_\_\_\_
- 4 There was one door.  
\_\_\_\_\_
- 5 There weren't any windows.  
\_\_\_\_\_

6 Answer the questions with complete sentences.

- 1 How many children were there in your classroom last year?  
There were \_\_\_\_\_.
- 2 How many girls were there?  
\_\_\_\_\_
- 3 How many boys were there?  
\_\_\_\_\_
- 4 How many animals were there?  
\_\_\_\_\_
- 5 How many plants were there?  
\_\_\_\_\_
- 6 How many computers were there?  
\_\_\_\_\_
- 8 How many cupboards were there?  
\_\_\_\_\_



## Story

7 Read the story again. CB page 6 1.6


8 Match. Then cover the sentence endings and tell the story.

- |                                  |                         |
|----------------------------------|-------------------------|
| 1 The Incredible Team went to    | a next to the computer. |
| 2 They talked to                 | b find the answer.      |
| 3 They saw                       | c and found the answer. |
| 4 The Red Wolves had the         | d the library.          |
| 5 The children decided to look   | e the Red Wolves.       |
| 6 There wasn't a mouse           | f on the internet.      |
| 7 They looked in an encyclopedia | g a librarian.          |
| 8 The Red Wolves didn't          | h geography CDs.        |

9 Complete the story playscript. PMB page 4



# Pronunciation and spelling

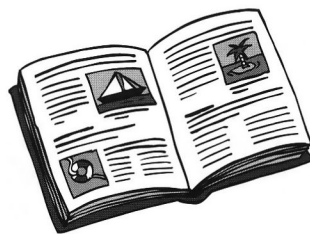
1 Listen and repeat.  1.9

2 Listen. Which sound do you hear? Hold up your left hand or your right hand.  1.10



cartoon

/u:/



/ʊ/

book



3 Write the words next to the correct picture.



bush



hooter



root



sugar



wood



foot



boot



scooter

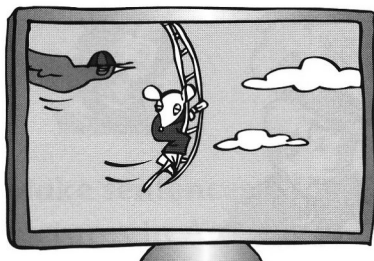


judo



crook

\_\_\_\_\_ /u:/




\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/ʊ/ \_\_\_\_\_ bush \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 Listen and check. Then listen and repeat.  1.11

5 Listen to the chant. Then say.  1.12

chant



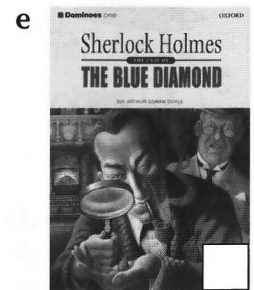
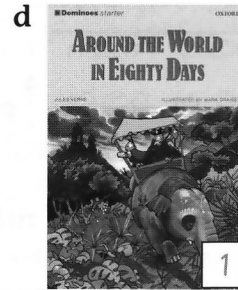
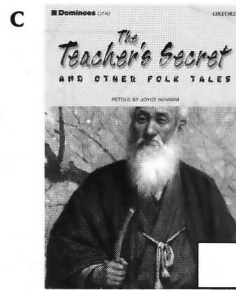
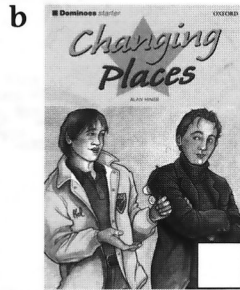
The crook in the book  
Was in the wood,  
Riding on his scooter.  
He hit a root,  
And lost his boot,  
And landed on his hooter!



**Tip** Be careful! We sometimes spell the /u:/ sound and the /ʊ/ sound with the letters **oo**.

## 1 There are different kinds of books. Match the descriptions to the books.

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1 This is an adventure story. | 4 This is a book of folk tales.  |
| 2 This is a historical story. | 5 This is a story about two men. |
| 3 This is a detective story.  |                                  |



## 2 Read the book review.

Write the missing questions.

What kind of book is it?

What is your opinion of the book?

Who is the author?

What is the book about?

What is the title of the book?

### Book Review

by Meg Harris



1 \_\_\_\_\_

The Blue Diamond

2 \_\_\_\_\_

Arthur Conan Doyle

3 \_\_\_\_\_

It is a detective story.

4 \_\_\_\_\_

It is about the great detective Sherlock Holmes and his friend Dr Watson. The famous Blue Diamond disappears. Sherlock Holmes finds a hat and a goose. They are important clues. He looks at the clues and he finds the answer to the mystery.

5 \_\_\_\_\_

I like the book a lot. It is very interesting. I recommend it.

## 3 Write GF, TS or CP by the sentences.

GF = The Great Fire of London

TS = The Teacher's Secret

CP = Changing Places

- There was a great fire in London in 1666. \_\_\_\_\_
- The six stories in the book are folk tales from round the world. \_\_\_\_\_
- This is a story about two men, Hal and Tim. \_\_\_\_\_
- Hal's life is exciting. Tim's life isn't exciting. \_\_\_\_\_
- The fire destroyed more than 13,000 houses. \_\_\_\_\_
- The men change places, but it isn't a good idea. \_\_\_\_\_
- This is the story of the fire. \_\_\_\_\_
- The people in the stories want to be clever, but sometimes they aren't. \_\_\_\_\_

## 4 Write a book review.



PMB page 6

- Choose your book.
- Answer the questions in Activity 2 in your notebook. Check your work carefully.
- Complete the book review neatly.



Use the language on PMB page 6 to help you write your book review.

# Concept maps

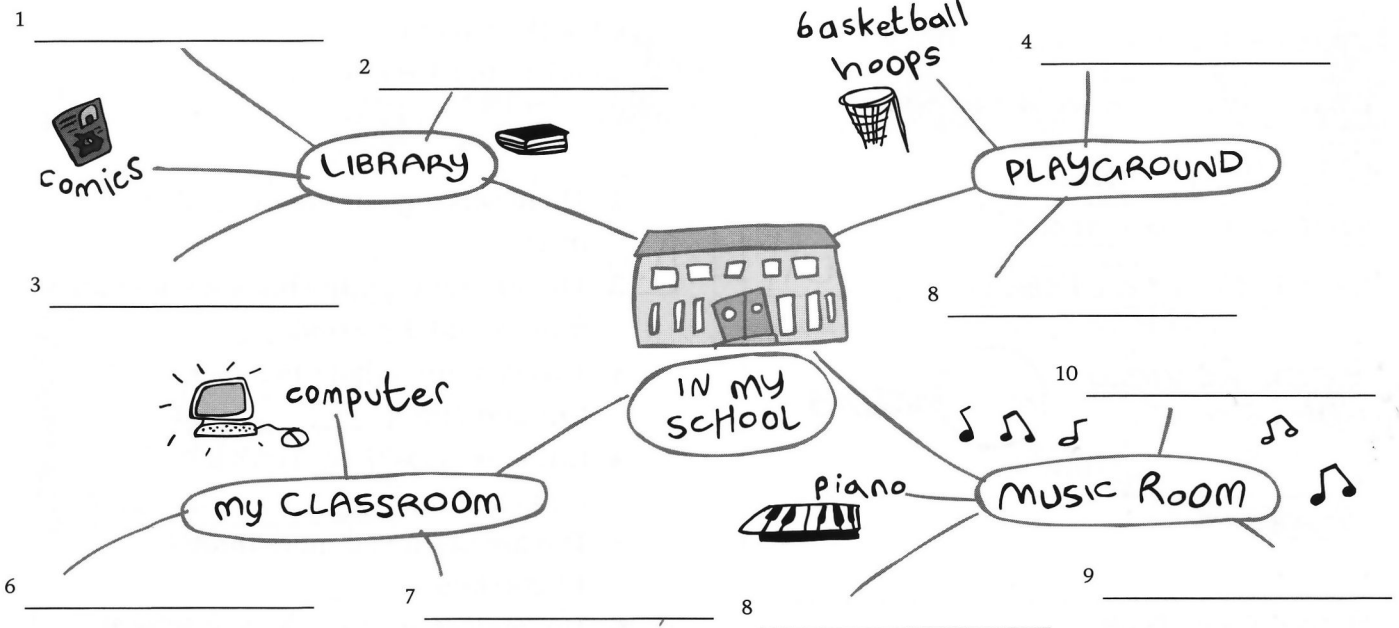
## 1 Write the words.

capital letters    pictures    thin lines    small letters    colours    thick lines

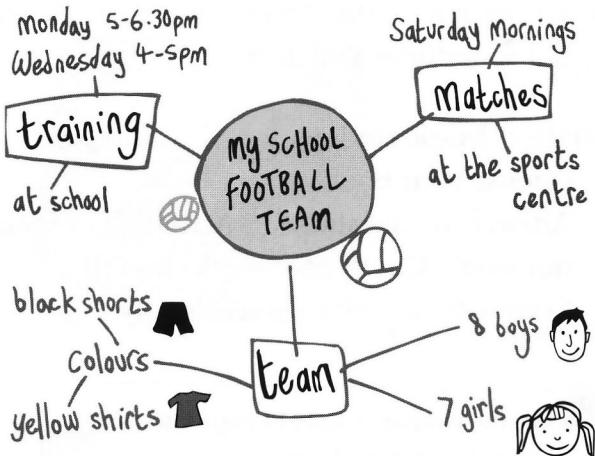


## 2 Add the words to the concept map.

guitars    trees    whiteboard    encyclopedias    triangles    dictionaries    drums  
swings    atlases    20 desks



## 3 Look at the concept map and answer the questions.



1 What is the title of the concept map?

\_\_\_\_\_

2 How many main ideas has it got?

\_\_\_\_\_

3 What are the team's colours?

\_\_\_\_\_

4 When do they play their matches?

\_\_\_\_\_

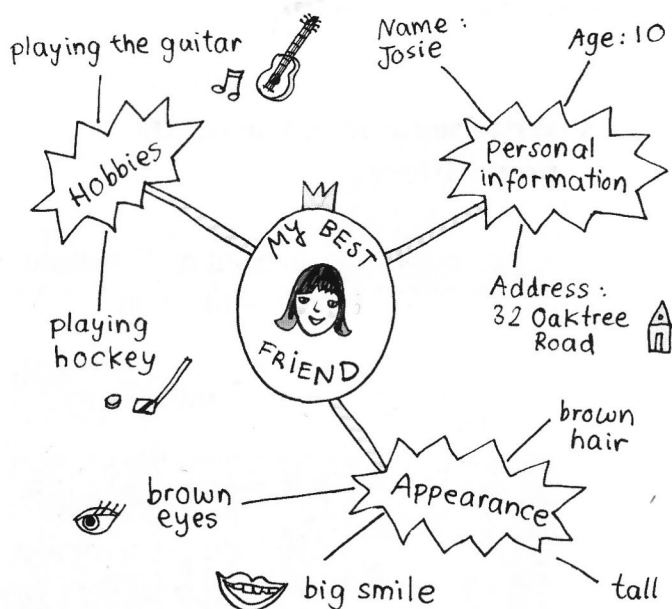
5 Where do they train?

\_\_\_\_\_

6 How many children are in the team?

\_\_\_\_\_

4 Look at the concept map. Circle the mistakes in the text.



My concept map is about my teacher. It's got four main ideas. The first main idea is personal information about Josie. She's eleven years old. The second main idea is Josie's appearance. She's got blue eyes and brown hair. The third main idea is Josie's hobbies. She likes playing the guitar. She plays football too.

5 Make a concept map about a person you know.

**Self-evaluation**

Look back at the unit. What can you do? Think and colour.

- I can remember the words for things we read from CB page 5.
- I can make suggestions using *Let's ...* and *Shall we ...?*
- ◆ I can make sentences using *There was ...* and *There were ...*
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /u:/ and /ʊ/.
- I can talk about my favourite books.
- I can write a book review.
- I can remember the design words from CB page 11.
- I can make a concept map.

Not at all Very well

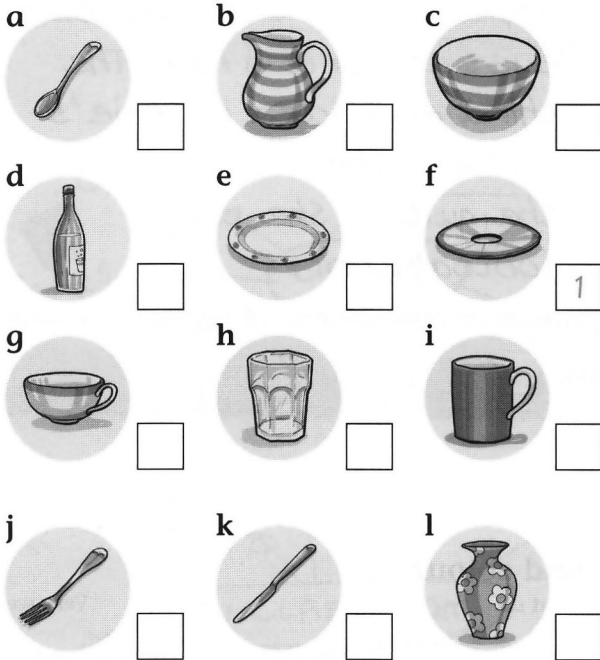

# 2

## At the dig

### Vocabulary

1 Number the pictures.

- 1 saucer 2 bottle 3 mug 4 jug  
 5 knife 6 glass 7 spoon 8 plate  
 9 cup 10 fork 11 vase 12 bowl



2 Write the words.

These things are usually made of metal:

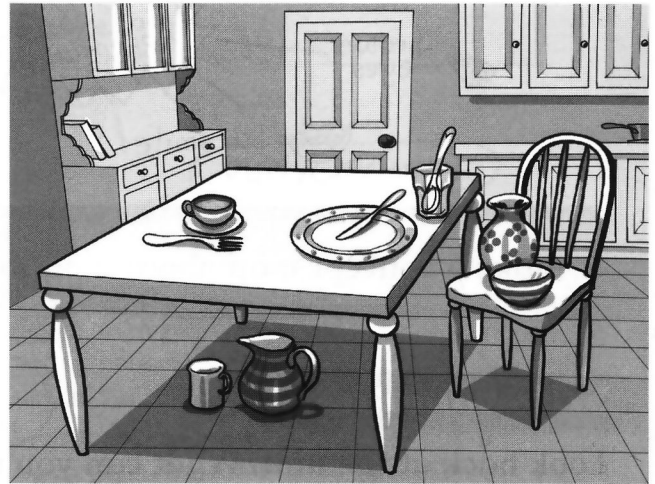
These things are usually made of glass:

These things are usually made of pottery:

3 Write sentences. Use all the prepositions.

next to in front of behind  
 under in on

chair table



- 1 *The glass is next to the plate.*
- 2 *The bowl is on the chair.*
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

# Vocabulary and speaking

Where's it from?

pretty

It's big and round.

What's it like?

How old is it?

round

ugly

What's it made of?

It's 50 years old.

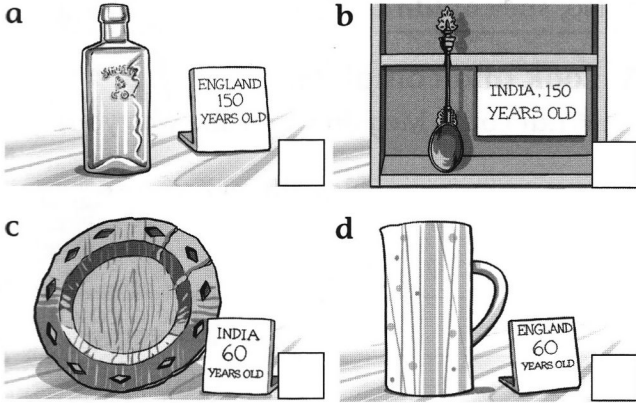
small

It's made of pottery.

It's from China.

big

## 1 Listen and number. 1.20



## 2 Complete the notes about the objects in Activity 1.

England metal 60 years wood  
pretty glass green India small 150 years

### bottle

How old is it? 150 years

Where's it from? \_\_\_\_\_

What's it made of? \_\_\_\_\_

What's it like? \_\_\_\_\_

### spoon

How old is it? \_\_\_\_\_

Where's it from? India

What's it made of? \_\_\_\_\_

What's it like? \_\_\_\_\_

### plate

How old is it? \_\_\_\_\_

Where's it from? \_\_\_\_\_

What's it made of? \_\_\_\_\_

What's it like? big, round

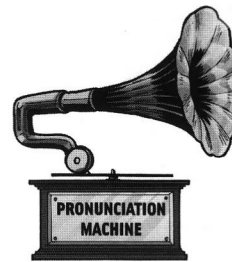
## 3 Now listen again and check. 1.20

## 4 Write the questions.



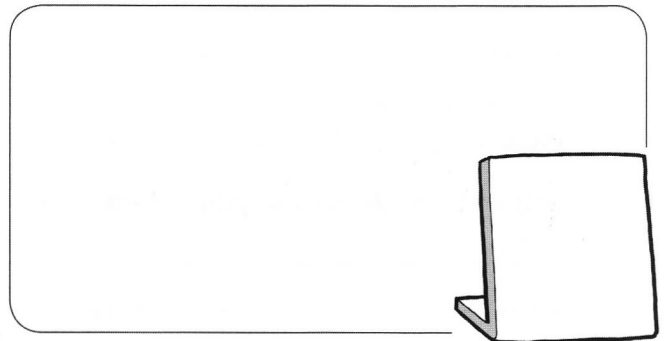
- 1 What's it like?  
It's blue and white. I think it's pretty.
- 2 \_\_\_\_\_  
It's from Egypt.
- 3 \_\_\_\_\_  
It's made of pottery.
- 4 \_\_\_\_\_  
It's 1500 years old.

## 5 Listen and repeat. 1.21



Where's it from?  
What's it made of?  
What's it like?  
How old is it?

## 6 Draw an object and write the label.



## 7 Think of adjectives to describe your object. Ask and answer.

# Grammar

## could and couldn't

<b>Affirmative</b>	I <b>could</b> swim when I was four.	She <b>could</b> write when she was six.
<b>Negative</b>	I <b>couldn't</b> walk when I was one.	She <b>couldn't</b> ride a bike when she was three.
<b>Question</b>	<b>Could</b> you swim when you were two?	<b>Could</b> she write when she was two?
<b>Short answers</b>	Yes, I <b>could</b> . No, I <b>couldn't</b> .	Yes, she <b>could</b> . No, she <b>couldn't</b> .

### 1 Listen and number. 1.25



### 2 Make sentences. Match them to the pictures in Activity 1.

1 one I could when . I was read

\_\_\_\_\_.  
Picture \_\_\_\_

2 when I was I couldn't six . juggle

\_\_\_\_\_  
\_\_\_\_\_  
Picture \_\_\_\_

3 I could . five swim I was when

\_\_\_\_\_  
\_\_\_\_\_  
Picture \_\_\_\_

4 you were write Could you when ? two

\_\_\_\_\_  
\_\_\_\_\_  
Picture \_\_\_\_

### 3 Now listen and check. 1.25

### 4 Look and complete.

What could Meg do when she was younger?

play the piano →



use a calculator



ride a bike



swim underwater



count to a hundred

1, 2, 3, 4, 5... 99, 100!



age 5 | age 6 | age 7 | age 8 | age 9

1 She could swim underwater when she was seven.


2 She couldn't play the piano when she was eight.


3 She \_\_\_\_\_ count to a hundred when she was five.


4 She couldn't \_\_\_\_\_  
\_\_\_\_\_.

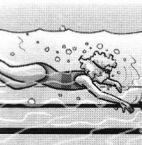
5 She could \_\_\_\_\_  
\_\_\_\_\_.


**5 Write questions about Meg.**

1  Could she ride a bike when  
she was seven?

2  \_\_\_\_\_  
\_\_\_\_\_


3  \_\_\_\_\_  
\_\_\_\_\_


4  \_\_\_\_\_  
\_\_\_\_\_

5  \_\_\_\_\_  
\_\_\_\_\_

**6 Now ask and answer.**

**7 Write true sentences about yourself.**

 I could do a cartwheel when I was seven.

I couldn't read when I was two. 

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



**Story**

**8 Read the story again.** CB page 14  1.22

**9 Match. Then cover the sentence endings and tell the story.**

- |                                |  |
|--------------------------------|--|
| 1 The children went to the dig | a was a knife.                         |
| 2 They looked at a plate       | b to find the oldest thing.            |
| 3 The Red Wolves wanted to     | c a bone.                              |
| 4 They showed the children     | d from a chicken!                      |
| 5 It wasn't                    | e something to eat.                    |
| 6 It was a bone                | f play a trick on the Incredible Team. |
| 7 The oldest thing at the dig  | g and a knife.                         |
| 8 Finally, they all had        | h a dinosaur bone.                     |

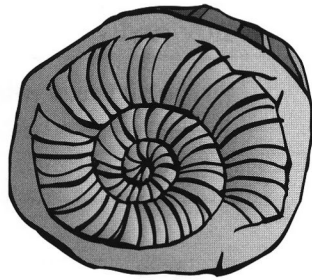
**10 Complete the story playscript.** PMB page 9



# Pronunciation and spelling

1 Listen and repeat. 1.26

2 Listen. Which sound do you hear? Hold up your left hand or your right hand. 1.27



fossil

/ɒ/

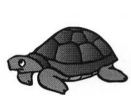


/ɔ:/

fork



3 Write the words next to the correct picture.



tortoise



rocks



horse



strong



walk



shorts



socks



donkey

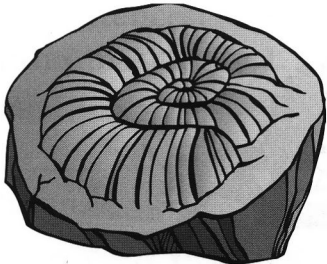


saucer



comic

\_\_\_\_\_ /ɒ/



\_\_\_\_\_

\_\_\_\_\_

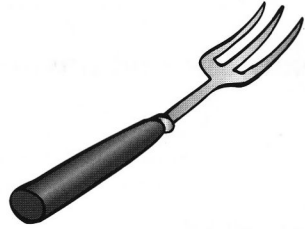
\_\_\_\_\_

/ɔ:/ \_\_\_\_\_ tortoise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



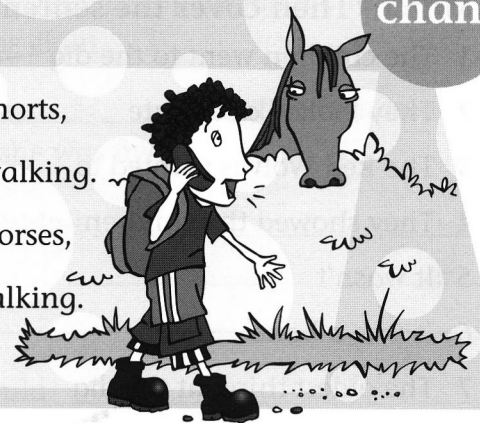
4 Listen and check. Then listen and repeat. 1.28

5 Listen to the chant. Then say. 1.29



John likes fossils,  
John likes rocks.  
John likes comics,  
John likes socks.

Shaun likes shorts,  
Shaun likes walking.  
Shaun likes horses,  
Shaun likes talking.



chant

**Tip**

We often spell the /ɔ:/ sound with the letters *or*.

## 1 Read the text and complete the fact card.

Velociraptor lived 70 to 80 million years ago. It was a small dinosaur that ate meat. It was 1.5 to 2 metres long and about 1 metre tall. It weighed 7 to 15 kilogrammes. Because it was a hunter it could run very fast. It had strong legs, sharp claws and lots of sharp teeth. It used its claws and teeth for attacking other animals.

Name of dinosaur: Velociraptor

Lived: \_\_\_\_\_ - \_\_\_\_\_ million years ago

Food: \_\_\_\_\_

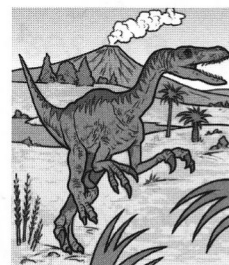
Length: \_\_\_\_\_ - \_\_\_\_\_ m

Height: about \_\_\_\_\_ m

Weight: \_\_\_\_\_ - \_\_\_\_\_ kg

Special features:

- \* could run fast
- \* strong \_\_\_\_\_
- \* sharp \_\_\_\_\_ and \_\_\_\_\_ for attacking



## 2 Read the fact card and complete the text.

Name of dinosaur: Stegosaurus

Lived: 144–154 million years ago

Food: plants

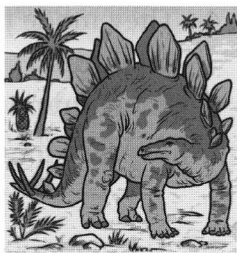
Length: 6–9 m

Height: about 4 m

Weight: about 2 t

Special features:

- \* big plates on its back
- \* spikes on its tail for defence
- \* very small head and brain



Stegosaurus lived <sup>1</sup> \_\_\_\_\_

years ago. It was a big dinosaur that ate

<sup>2</sup> \_\_\_\_\_. It was about <sup>3</sup> \_\_\_\_\_

long and about <sup>4</sup> \_\_\_\_\_ tall. It

weighed about <sup>5</sup> \_\_\_\_\_ tonnes. It had

<sup>6</sup> \_\_\_\_\_ on its back and spikes

on its <sup>7</sup> \_\_\_\_\_. It used its tail for

<sup>8</sup> \_\_\_\_\_. It had a very small <sup>9</sup> \_\_\_\_\_

and a very small <sup>10</sup> \_\_\_\_\_ too.

## 3 Write about a real or imaginary dinosaur.

- 1 Make a fact card and complete it.
- 2 Draw a picture of the dinosaur.
- 3 Write about the dinosaur. Check your work carefully.



### Tip

Remember to use a capital letter:

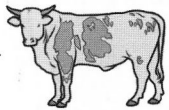
- at the beginning of a sentence
- for the dinosaur names

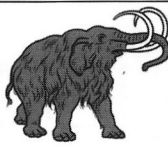
Finish your sentences with a full stop.

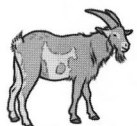
# Cave paintings

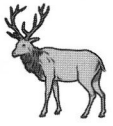
## 1 Write the words.

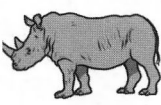
bull bison deer rhino  
mammoth goat


1  bull

2  \_\_\_\_\_

3  \_\_\_\_\_

4  \_\_\_\_\_

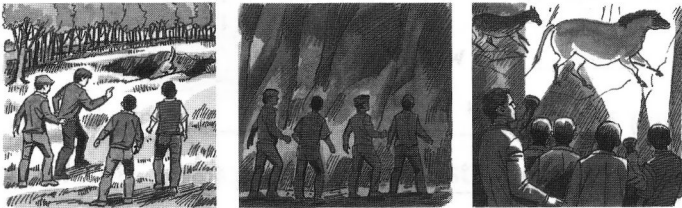
5  \_\_\_\_\_

6  \_\_\_\_\_

## 2 Complete the story.

had went visit couldn't see entered  
saw went followed returned saw

### The discovery of the Lascaux caves



One day in 1940 four boys went for a walk with their dog. The dog saw a rabbit. He \_\_\_\_\_ down a hole.

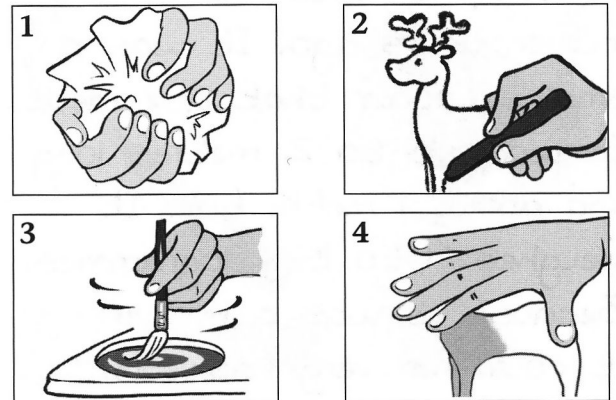
The boys \_\_\_\_\_ the dog and \_\_\_\_\_ a cave. It was dark and they \_\_\_\_\_ anything.

They \_\_\_\_\_ with their teacher the next day. They \_\_\_\_\_ torches and they \_\_\_\_\_ paintings of animals on the cave walls.

Now people all around the world \_\_\_\_\_ the caves and its amazing prehistoric art.

## 3 Read and match.


### How to make a 'cave painting'

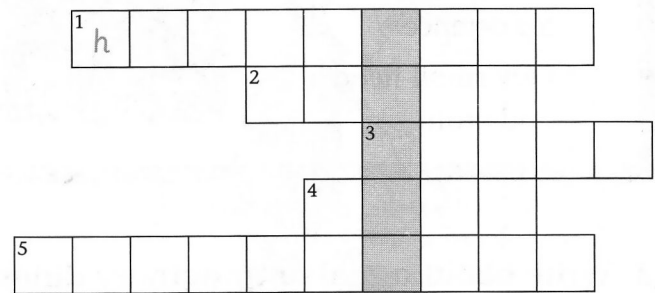


- a Mix water and paint to make thin paint in the colours you want.
- b Paint your animal with your fingers or with a feather or a stick.
- c Choose the animal you want to draw. Use charcoal to draw the animal.
- d Crumple some thick paper.

## 4 Complete the crossword.

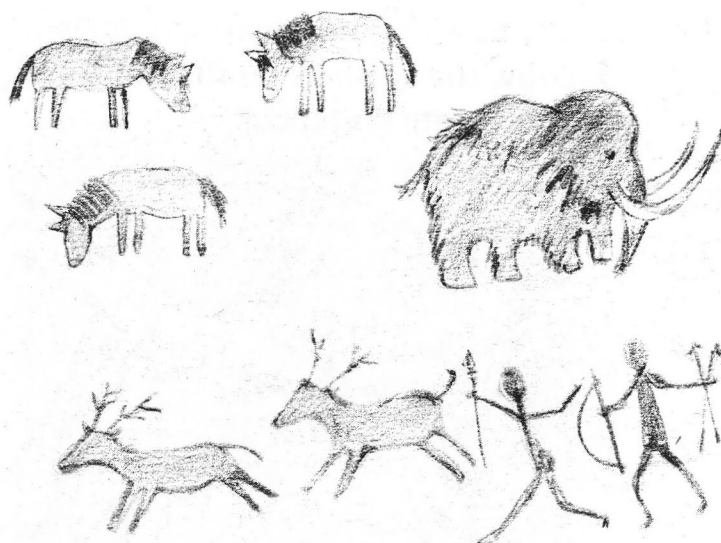
You can find the answers on CB page 18.

- 1 This is a \_\_\_\_\_. 
- 2 Cave artists lived in the \_\_\_\_\_ Age.
- 3 Cave artists didn't use brushes. They used sticks, feathers and \_\_\_\_\_.
- 4 They made paint with powdered \_\_\_\_\_ and water.
- 5 There aren't any cave paintings in \_\_\_\_\_!



What was the name of the dog in the Lascaux caves story ?

5 Look and read. Circle the mistakes in the text.



This is my cave painting. I used charcoal and paint. There are two horses, two deer and a mammoth. The mammoth is hairy, and it has got big tusks. The horses are running, and the deer are eating. There are four people. They are following the deer.

6 Make a 'cave painting' and describe it.

Self-evaluation

Look back at the unit. What can you do? Think and colour.

- I can remember the words for kitchen items from CB page 13.
- I can describe objects in a museum.
- ◆ I can make sentences using *could* and *couldn't*.
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /ɒ/ and /ɔ:/.
- I can do a role play about going to the cinema.
- I can write a description of a dinosaur.
- I can remember the words for animals from CB page 18.
- Ⓟ I can describe a cave painting.

Not at all	Very well

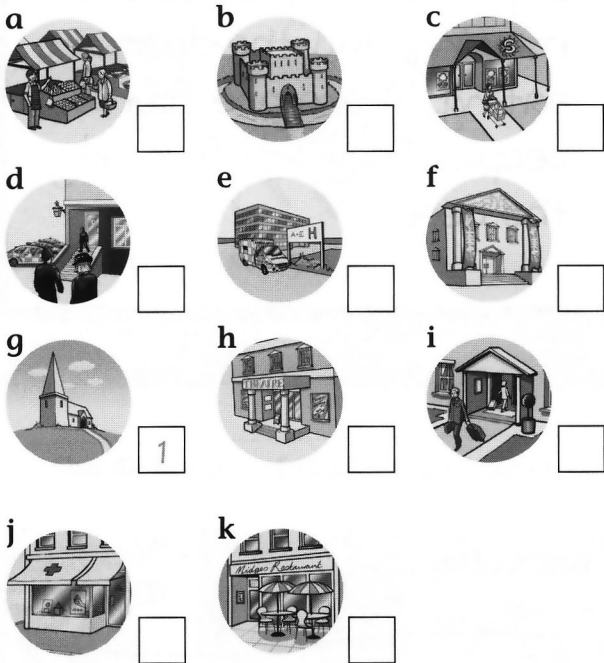
# 3

## At the castle

### Vocabulary

1 Number the pictures.

- 1 church 2 castle 3 police station  
 4 theatre 5 museum 6 market 7 chemist  
 8 hotel 9 restaurant 10 supermarket  
 11 hospital



2 Write the words.

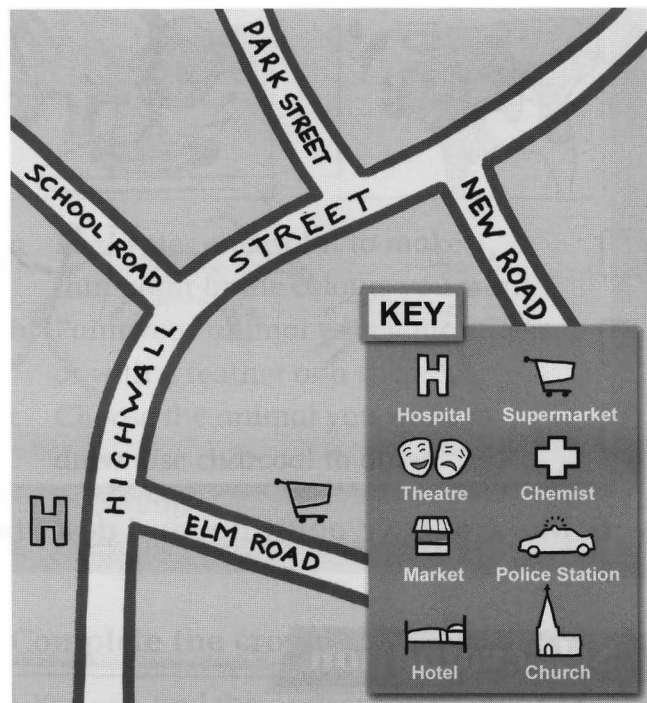
You can go shopping at these places:

Tourists visit these places:

You can eat at these places:

Other places:

3 Draw the symbols on the map.  
 Then write sentences.



- 1 The hospital's on Highwall Street.
- 2 There's a supermarket on Elm Road.
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_



# Grammar

## The Past simple

<b>Affirmative</b>	I <b>played</b> tennis.	I <b>wrote</b> a letter.
<b>Negative</b>	I <b>didn't play</b> tennis.	I <b>didn't write</b> a letter.
<b>Questions</b>	Did you <b>play</b> tennis?	Did you <b>write</b> a letter?
<b>Short answers</b>	Yes, I <b>did</b> . No, I <b>didn't</b> .	

### 1 Listen and number. 1.41



### 2 Make sentences. Match them to the pictures in Activity 1.

1 on Sunday went We . to the cinema

\_\_\_\_\_

\_\_\_\_\_

Picture \_\_\_\_

2 We have . on Monday didn't Maths

\_\_\_\_\_

\_\_\_\_\_

Picture \_\_\_\_

3 a model plane made I on Wednesday .

\_\_\_\_\_

\_\_\_\_\_

Picture \_\_\_\_

4 on Saturday didn't . I go out

\_\_\_\_\_

\_\_\_\_\_

Picture \_\_\_\_

### 3 Now listen and check. 1.41

### 4 Write the past forms. Circle the irregular past forms.

talked played had broke ~~went~~ wrote  
did watched made ate read

play played read \_\_\_\_\_

go went make \_\_\_\_\_

have \_\_\_\_\_ watch \_\_\_\_\_

break \_\_\_\_\_ talk \_\_\_\_\_

do \_\_\_\_\_ eat \_\_\_\_\_

write \_\_\_\_\_

### 5 Write sentences. Use the correct form of the verb.

1 She wrote a letter. She \_\_\_\_\_  
\_\_\_\_\_ didn't play football.  
write a letter  
~~play football~~

2 \_\_\_\_\_  
\_\_\_\_\_ eat an ice cream  
~~eat a yoghurt~~


3 \_\_\_\_\_  
\_\_\_\_\_ do their homework  
~~watch television~~


4 \_\_\_\_\_  
\_\_\_\_\_ break her arm  
~~break her leg~~


## Grammar


6 Write about your day yesterday. Use verbs from Activity 4.


a comic a model an email  
to my friend ~~a sandwich~~ television


1  I ate a sandwich.  
OR  
I didn't eat a sandwich.

2  \_\_\_\_\_  
\_\_\_\_\_

3  \_\_\_\_\_  
\_\_\_\_\_

4  \_\_\_\_\_  
\_\_\_\_\_

5  \_\_\_\_\_  
\_\_\_\_\_

6  \_\_\_\_\_  
\_\_\_\_\_

7 Answer the questions.

1 Did you have breakfast at eight o'clock?  
No, I didn't. I had breakfast at half past seven.  
OR

Yes, I did.

2 Did you eat salad for lunch?  
\_\_\_\_\_

3 Did you watch television on Sunday?  
\_\_\_\_\_

4 Did you have dinner at six o'clock yesterday?  
\_\_\_\_\_

5 Did you go shopping on Friday?  
\_\_\_\_\_

6 Did you go to school yesterday?  
\_\_\_\_\_



## Story

8 Read the story again. CB page 22  1.39

9 Match. Then cover the sentence endings and tell the story.

1 The children went to the castle

2 The Snowfox diamond

3 The children followed the thief's

4 They went across

5 They saw the thief hiding

6 The thief was

7 The police officers

8 The clock was

a was missing!

b a woman.

c the Great Hall.

d footprints.

e in room 14.

f to look for a grandfather clock.

g behind a map.

h arrested her.

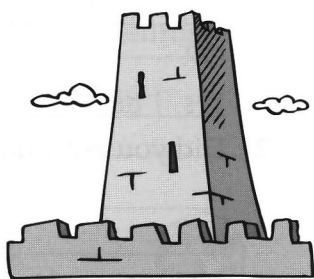
10 Complete the story playscript. PMB page 13



# Pronunciation and spelling

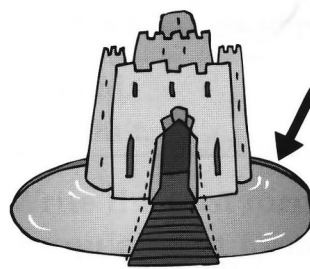
1 Listen and repeat.  1.42

2 Listen. Which sound do you hear? Hold up your left hand or your right hand.  1.43



tower

/aʊ/



/əʊ/

moat



3 Write the words next to the correct picture.



house



goat



bow



shower



mouse



toe



flower




bone

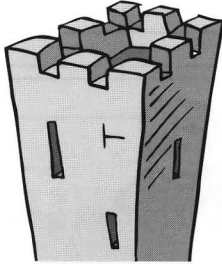


throw



towel


house 

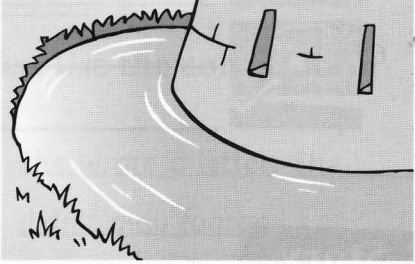


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 Listen and check. Then listen and repeat.  1.44

5 Listen to the chant. Then say.  1.45



I'm going round the tower,  
I'm going round the moat.  
I'm going through the flowers,  
I'm walking with a goat!



I'm showing you my house,  
I'm showing you my bow.  
I'm showing you my mouse,  
I'm walking on my toes!



**Tip** We often spell the /aʊ/ sound with the letters **ow** or **ou**.

# Writing

1 Look at the concept map and complete paragraphs 1, 2 and 3.



2 Number the phrases. Then write paragraph 4.

to take home.

2

key rings and bags too.

You can buy

Buy a souvenir

1

caps and T-shirts.

There are

We've got

medieval hats and shoes.

3 Write a leaflet about an attraction.



- 1 Plan your writing: make a concept map.
- 2 Write the text in your notebook and check it carefully.
- 3 Design your leaflet and add the text.
- 4 Decorate the leaflet.

**Tip**

Make your work look attractive. Use pictures and write neatly.

## Welcome to the Medieval Market!

1



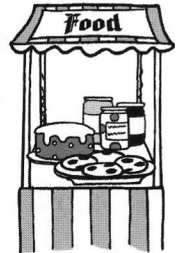
### ENTERTAINMENT

There's lots to see and do at the medieval market. Listen to the \_\_\_\_\_! Watch the jugglers and \_\_\_\_\_! Try some medieval games!

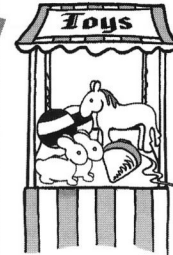
2

### FOOD

We've got lots of nice things to eat! Try our cakes and \_\_\_\_\_. You can buy butter, \_\_\_\_\_ and jam too.



3



### TOYS

Buy a medieval toy! We've got tops and \_\_\_\_\_. There are wooden animals and \_\_\_\_\_ too.

4

### SOUVENIRS

Buy a souvenir to take home.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Roman numbers

1 Complete the sums. Then write the sums in words.

plus minus equals one two  
three four ten fifty ninety  
hundred thousand and

1  $150 + 50 = 200$

One hundred and fifty plus fifty  
equals two hundred.

2  $1200 + 2000 =$

\_\_\_\_\_

\_\_\_\_\_

3  $100 - 10 =$

\_\_\_\_\_

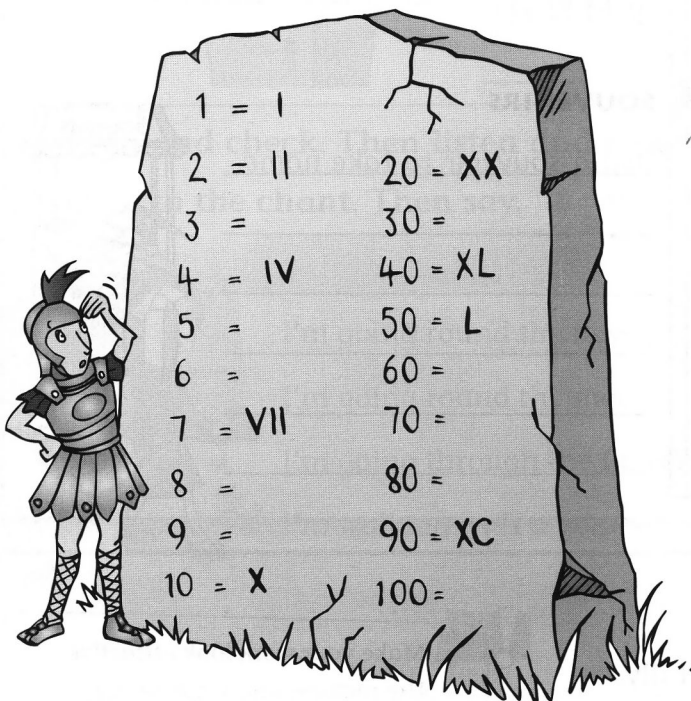
\_\_\_\_\_

4  $400 - 150 =$

\_\_\_\_\_

\_\_\_\_\_

2 Complete.



3 Do the puzzle.

You can make these numbers with 3 straight lines. Read the numbers.

III IV VI IX XI LI

Can you make these numbers with 4 straight lines?

seven Yes VII

ten \_\_\_\_\_

twelve \_\_\_\_\_

fourteen \_\_\_\_\_

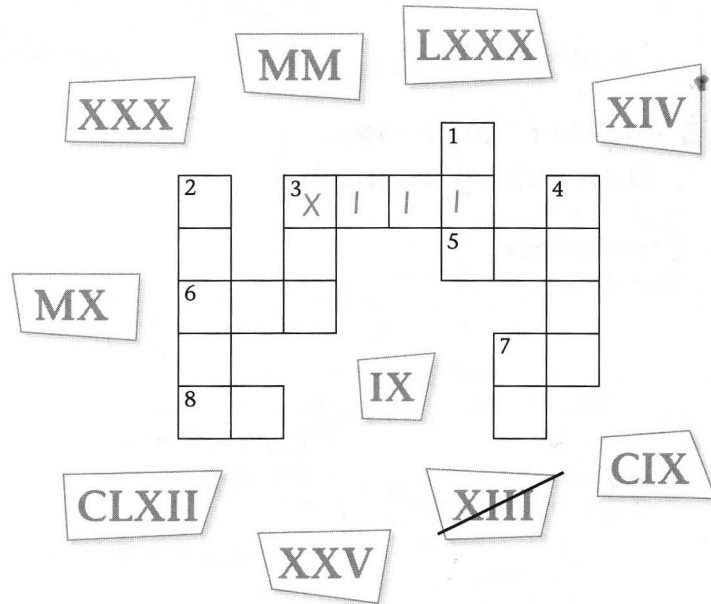
fifteen \_\_\_\_\_

twenty \_\_\_\_\_

fifty \_\_\_\_\_

one thousand \_\_\_\_\_

4 Complete the Roman numbers crossword.



Across →

3 thirteen

5 thirty

6 twenty-five

7 one thousand  
and ten

8 nine

Down ↓

1 one hundred  
and nine

2 one hundred  
and sixty-two

3 fourteen

4 eighty

7 two thousand

5 Read the text and circle the numbers you find.



ABOUT ME

I'm X.

I've got 11 brothers. I haven't got any sisters.

My older brother is XIV and my younger brother is IX.

My mother is XXXVIII and my father is XL.

We live at number LII Gibson Street.

IV people live in my house.

I've got VI cousins.

My birthday is on the XI of April.

My favourite number is VII.



- two
- four
- five
- six
- seven
- nine
- ten
- eleven
- fourteen
- sixteen
- thirty-eight
- forty
- fifty-two
- sixty

6 Now write about yourself using Roman numbers.

Self-evaluation

Look back at the unit. What can you do? Think and colour.

- I can remember the town words from CB page 21.
- I can give and follow directions.
- ◆ I can make sentences in the past simple.
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /aʊ/ and /əʊ/.
- I can do a role play about visiting places in a castle.
- I can write a leaflet about an attraction.
- I can remember the maths words from CB page 26.
- I can read Roman numbers.

Not at all					Very well



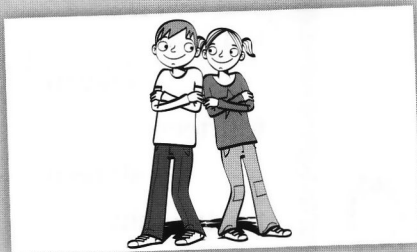
**Grammar**

- The Past simple (regular and irregular verbs)
- *There was ... There were ...*
- *could couldn't*

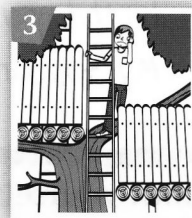
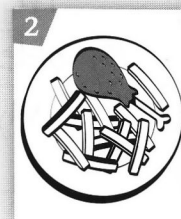
**Vocabulary**

- Things we read
- Kitchen items
- Places in a town

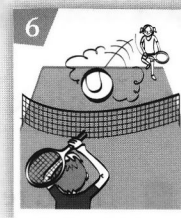
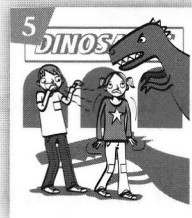
**1 Look and read. Write the days under the pictures.**



Jim is twelve. His sister Jess is ten. Last summer they went on holiday to Sunnyport. Here is Jim's diary of the holiday.



Saturday



Saturday - We arrived in Sunnyport at four o'clock and went to the beach. Jess made a big sandcastle and I took a photo. It was brilliant! We had dinner in the hotel. I ate chicken and chips.

Sunday - Today we went to a big adventure playground. I climbed up a very high ladder. I didn't like it! After lunch Jess and I played tennis. And I didn't like that either!

Monday - It rained all day! In the morning I wrote postcards to all of my friends. In the afternoon we visited a dinosaur museum. Jess was very frightened.

**2 Find five regular past forms in Jim's diary.**

**Tip** Remember: The past forms of regular verbs end in **-ed**.

- 1 arrived                      4 \_\_\_\_\_
- 2 \_\_\_\_\_                      5 \_\_\_\_\_
- 3 \_\_\_\_\_

**3 Find the irregular past forms in Jim's diary. Complete the table.**

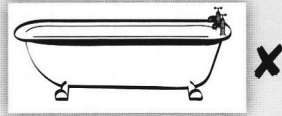
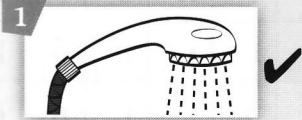
Infinitive	Past form
go	went
_____	made
take	_____
be	was (were)
_____	_____
_____	_____
_____	_____
_____	_____

Check your answers on page 91.

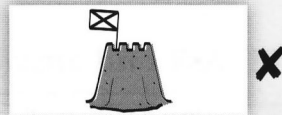
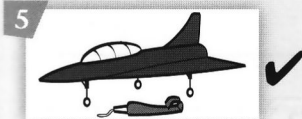
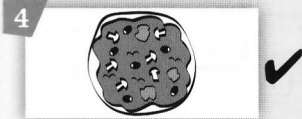
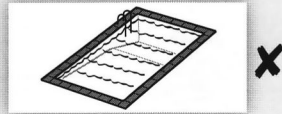
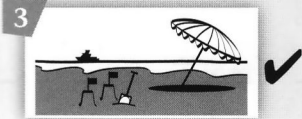
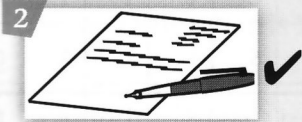
**1-3 Revision**

**4 Write sentences about Jess's day yesterday. Use verbs from Activity 3.**

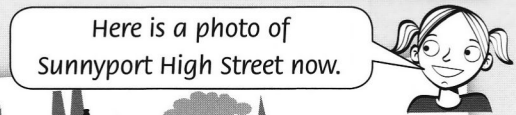
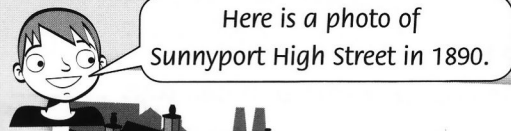
to the beach a shower  
 chicken and chips to the swimming pool  
 a letter a model a postcard a bath  
 a pizza a sandcastle



She had a shower. She didn't have a bath.



**5 Circle six differences.**  
 Write sentences about 1890.



supermarket cars flowers trees  
 market hotel

In 1890 ...

- 1 There was a hotel.
- 2 There weren't any trees.
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

# 1-3 Revision

## 6 Listen to Jim and Jess.

Write the ages. 🎧 1.52

Jess

learned to ride a bike: age \_\_\_\_\_

learned to swim: age \_\_\_\_\_

## 7 Complete the dialogue.

could was No ~~Could~~ eight couldn't  
were Yes five could were was

\_\_\_\_ Could you ride a bike  
when you \_\_\_\_\_ seven?

\_\_\_\_\_, I \_\_\_\_\_. I learned  
to ride a bike when I \_\_\_\_\_.

And \_\_\_\_\_ you swim when you  
\_\_\_\_\_ seven?

\_\_\_\_\_, I \_\_\_\_\_. I learned  
to swim when I \_\_\_\_\_.



## 8 Now listen again and check. 🎧 1.52

## 9 Ask and answer.

Could you swim when you were seven?

Yes, I could. / No, I couldn't.  
I learned to swim when I was ...

## 10 Circle 11 words. Write.

w	e	b	s	i	t	e	b	d	c
a	n	i	n	m	f	n	t	i	l
s	c	p	e	e	w	a	u	c	e
d	y	e	w	t	a	r	c	t	a
n	c	g	s	l	t	h	o	i	f
o	l	t	p	r	l	j	m	o	l
t	o	m	a	g	a	z	i	n	e
i	p	a	p	e	s	o	c	a	t
c	e	v	e	y	c	e	r	r	n
e	d	m	r	a	s	t	i	y	g
b	i	f	o	<u>p</u>	<u>o</u>	<u>s</u>	<u>t</u>	<u>e</u>	<u>r</u>
c	a	l	e	n	d	a	r	l	d



poster





## 11 Ask and answer.



How do you spell 'atlas'?


A-T-L-A-S.



**12** Solve the riddle.



castle knife jug dog town eight ~~market~~ hotel church spoon  
calendar ~~glass~~ poster six cup fork



My sixth letter is in  glass and in  market.



My fourth letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.



My first letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

My third letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

My seventh letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

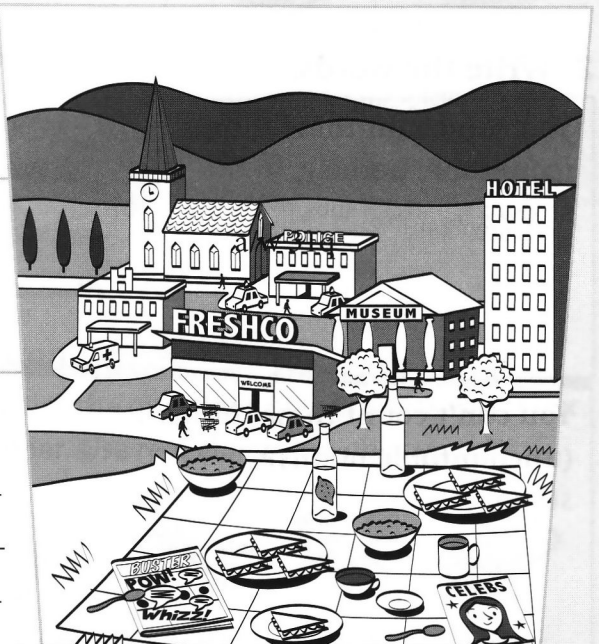
My eighth letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

My second letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

My fifth letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

What am I? A \_ \_ \_ \_ \_ a \_ \_ \_ \_ .

**13** Look at the picture. Find, circle and write.

2 things beginning with p <u>police station</u> _____ _____	2 things beginning with h _____ _____	
2 things beginning with b _____ _____	3 things beginning with m _____ _____ _____	
3 things beginning with c _____ _____ _____	3 things beginning with s _____ _____ _____	

**14** Now do the activities in the PMB. PMB5 pages 16 and 17



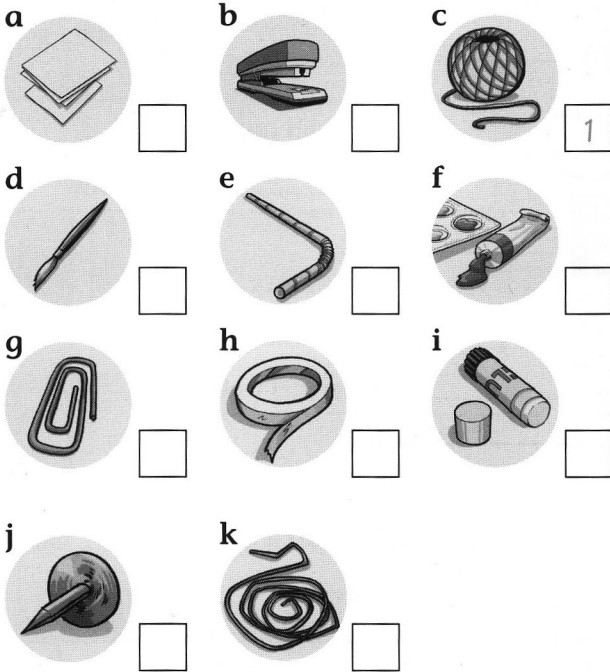
# 4

## At the museum

### Vocabulary

#### 1 Number the pictures.

- 1 string 2 straw 3 card 4 paint  
5 paper clip 6 tape 7 stapler  
8 drawing pin 9 glue 10 paintbrush  
11 wire

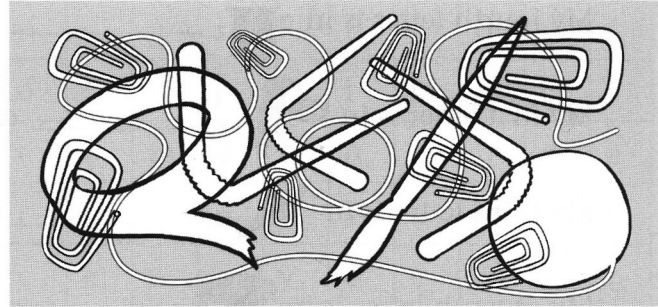


#### 2 Write the words.

You can count these things  
(countable nouns):  
straws

You can't count these things  
(uncountable nouns):  
string

#### 3 Look and tick or cross. Then write sentences.



straws	<input checked="" type="checkbox"/>	stapler	<input type="checkbox"/>
wire	<input checked="" type="checkbox"/>	string	<input type="checkbox"/>
glue	<input type="checkbox"/>	paint	<input type="checkbox"/>
paper clips	<input type="checkbox"/>	drawing pins	<input type="checkbox"/>
tape	<input type="checkbox"/>	paintbrush	<input type="checkbox"/>

**Tip** Use **a/an** with countable nouns in the singular:

**There's a stapler. There isn't a paintbrush.**

Use **some** and **any** with countable nouns in the plural:

**There are some paperclips.  
There aren't any paperclips.**

Use **some** and **any** with uncountable nouns:  
**There's some glue. There isn't any glue.**

- 1 There are some straws.
- 2 There isn't any wire.
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

# Vocabulary and speaking

Can you pass me the tape, please?

Yes. Here you are.

Can I borrow your glue, please?

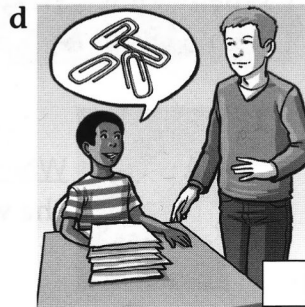
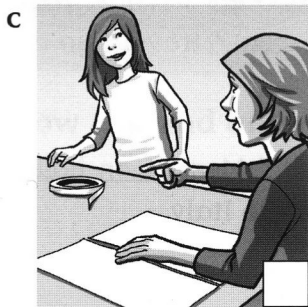
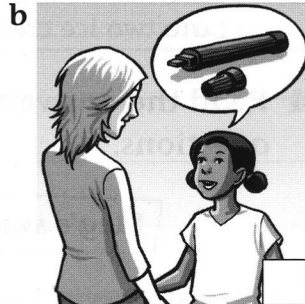
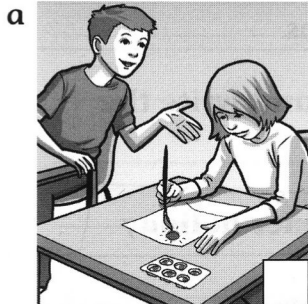
Sorry, I haven't got one.

Can I have some card, please?

Sorry, I'm using it.

Sorry, I haven't got any.

## 1 Listen and number. 1.54

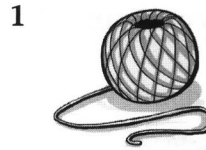


## 2 Complete the questions. Use your answers from Activity 1. Then listen again and circle the answers you hear. 1.54

some paper clips    ~~a black pen~~  
your paintbrush    the tape

- Can I have a black pen, please?  
a Yes. Here you are.  
**b** Sorry, I haven't got one.
- Can you pass me \_\_\_\_\_, please?  
a Yes. Here you are.  
b Sorry, I'm using it.
- Can I borrow \_\_\_\_\_, please?  
a Yes, of course.  
b Sorry, I'm using it.
- Can I have \_\_\_\_\_, please?  
a Yes. Here you are.  
b Sorry, I haven't got any.

## 3 Look, read and complete the questions.



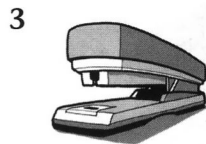
You need some string. It is on your friend's desk.

\_\_\_\_\_ pass me \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_?



You need some paper clips. The teacher has got some.

\_\_\_\_\_ have \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_?



You need a stapler but you haven't got one. Your friend has got a stapler.

\_\_\_\_\_ borrow \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_?

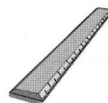
## 4 Listen and repeat. 1.55



Can I have some tape, please?  
Can you pass me the glue, please?  
Can I borrow your pencil, please?

## 5 Ask and answer.

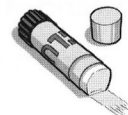
Practise the questions and answers with your partner. Use real classroom objects.



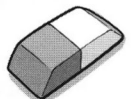
ruler



scissors



glue



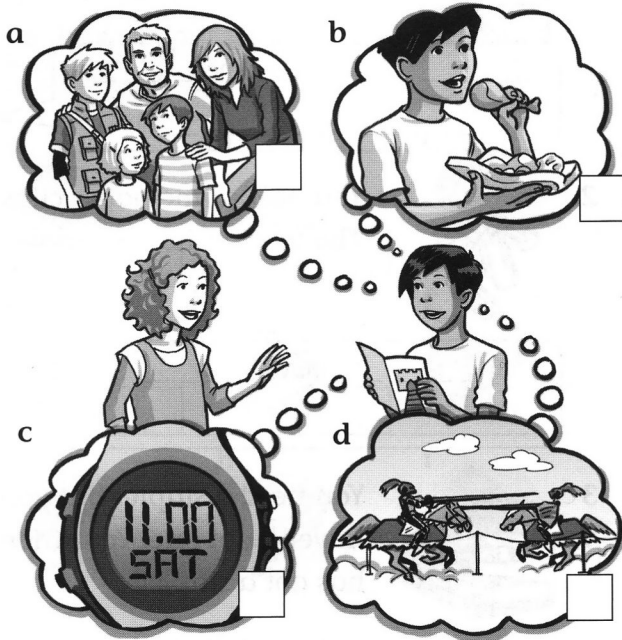
rubber

# Grammar

## Past simple questions with question words

<b>Where ...?</b>	Where <b>did</b> he go?	He <b>went</b> to the museum.
<b>What time ...?</b>	What time <b>did</b> they arrive?	They <b>arrived</b> at ten o'clock.
<b>What ...?</b>	What <b>did</b> you drink?	We <b>drank</b> milkshakes.
<b>Who ...?</b>	Who <b>did</b> she play with?	She <b>played</b> with her friends.
<b>When ...?</b>	When <b>did</b> he leave?	He <b>left</b> at half past twelve.
<b>How many ...?</b>	How many ice creams <b>did</b> you eat?	I <b>ate</b> two ice creams.

### 1 Listen and number. 1.58



### 2 Make questions. Match them to the pictures in Activity 1.

1 ? did What see you

Picture \_\_\_\_

2 have lunch Where you ? did

Picture \_\_\_\_

3 you go did ? When

Picture \_\_\_\_

4 Who ? you go with did

Picture \_\_\_\_

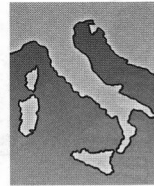
### 3 Now listen and check. 1.58

### 4 Read the answers and write the questions.

#### Meg's summer holiday

When How What ~~Where~~ What ~~Who~~  
go with go see eat travel go

1



Where did Meg go on holiday?  
She went to Italy.

2



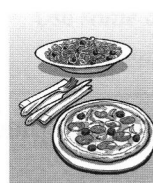
Who did she  
She went with her mum and dad.

3



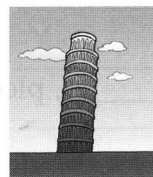
\_\_\_\_\_  
She went in August.

4



\_\_\_\_\_  
She ate pizza and pasta.

5



\_\_\_\_\_  
She saw the Tower of Pisa.

6



\_\_\_\_\_  
She travelled by plane and by train.

## Grammar

### 5 Write questions to ask your partner.

Use the questions in Activity 3 to help you.

- 1 Where did you go on holiday?
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



### 6 Now ask and answer.

### 7 Answer the questions about yesterday.

Use full sentences.

- 1 What did you have for lunch?  
I had \_\_\_\_\_.
- 2 Who did you play with?  
\_\_\_\_\_
- 3 How much water did you drink?  
\_\_\_\_\_
- 4 What did you do after school?  
\_\_\_\_\_
- 5 When did you have dinner?  
\_\_\_\_\_
- 6 What time did you go to bed?  
\_\_\_\_\_



## Story

### 8 Read the story again. CB page 30 1.56

### 9 Match. Then cover the sentence endings and tell the story.

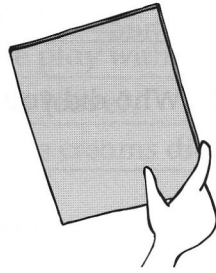
- |                                  |                          |
|----------------------------------|--------------------------|
| 1 The children went to           | a on the floor.          |
| 2 They saw a pot of              | b feet in the glue.      |
| 3 The Red Wolves ran             | c green glue.            |
| 4 The glue fell                  | d the Earl of Sandwich.  |
| 5 Oli put his                    | e the museum.            |
| 6 Meg and Rav pulled             | f past the table.        |
| 7 Oli saw some information about | g invented the sandwich! |
| 8 The Earl of Sandwich           | h Oli out of the glue.   |

### 10 Complete the story playscript. PMB page 19

# Pronunciation and spelling

1 Listen and repeat. 1.59

2 Listen. Which sound do you hear? Hold up your left hand or your right hand. 1.60



card

/ɑ:/



/ʌ/

brush



3 Write the words next to the correct picture.



cousin



star



colour



aunt



heart



uncle



cut



armour



plus



mask

\_\_\_\_\_ /ɑ:/

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/ʌ/ \_\_\_\_\_ cousin \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 Listen and check. Then listen and repeat. 1.61

5 Listen to the chant. Then say. 1.62

My aunt has got some card,  
She's cutting out some masks.  
My uncle's got some colours,  
He colours very fast!

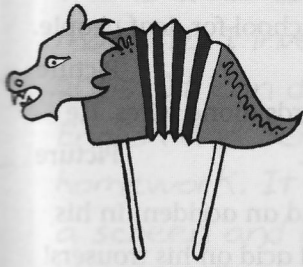
My brother's got some stars,  
My father's got some hearts.  
My cousin's got a brush  
To decorate the masks!

**chant**

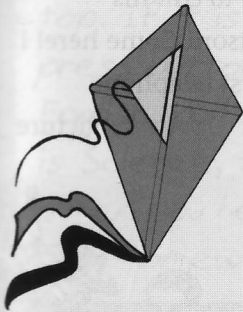
**Tip**

We often spell the /ʌ/ sound with the letter **u**.

## 1 Look, read and unscramble the words.

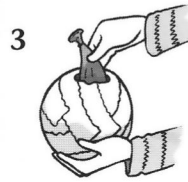
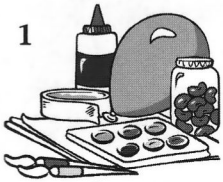


This is a Dragon puppet. I made it out of paper, <sup>1</sup>drac card and straws. I used scissors, <sup>2</sup>apet \_\_\_\_\_, paint and a paintbrush too. First I made the head and the tail out of card, and I used <sup>3</sup>napit \_\_\_\_\_ to decorate them. Then I made the body out of <sup>4</sup>eprap \_\_\_\_\_. Next I glued the head and tail to the body. Finally I stuck the <sup>5</sup>wrasst \_\_\_\_\_ to the head and tail with tape.



I made a mini-kite. I made it out of thin paper, <sup>6</sup>tswrsa \_\_\_\_\_ and string. I used <sup>7</sup>egul \_\_\_\_\_, tape and scissors too. First I stuck the straws together with tape to make a cross shape. Next I cut a kite shape and a triangle out of the <sup>8</sup>rappe \_\_\_\_\_. Then I glued the straws onto the paper, and I glued the triangle onto the middle of the kite. Finally I added the tail and the <sup>9</sup>gristn \_\_\_\_\_.

## 2 Number the sentences.



a I waited for the glue to dry. Then I took out the balloon.

b Next I put some beans in the shaker and closed the hole with tape.

c I made a shaker. I made it out of a balloon, paper and beans. I used glue, tape, paint and a paintbrush too.  1

d Finally I painted my shaker.

e First I covered the balloon with glue and paper.

## 3 Write about an object you have made.

- 1 Choose your object. Make a list of the materials you used.
- 2 Write about your object. Check your work carefully.
- 3 Draw a picture. Write your text neatly.


**Tip**


Use *first*, *then*, *next*, *finally* in your text.


# Inventors and inventions


## 1 Write the words.


zip ear jeans camera teabag  
mobile phone microwave oven fridge


1  car \_\_\_\_\_


2  \_\_\_\_\_


3  \_\_\_\_\_

4  \_\_\_\_\_

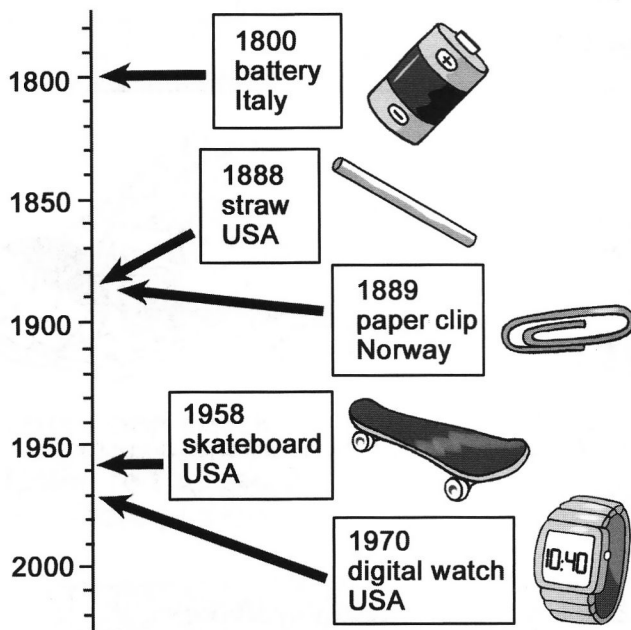
5  \_\_\_\_\_

6  \_\_\_\_\_

7  \_\_\_\_\_

8  \_\_\_\_\_

## 2 Look. Match the questions and answers.



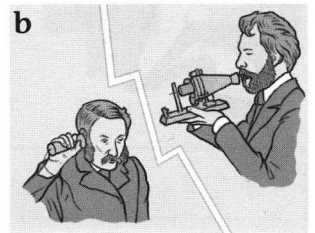
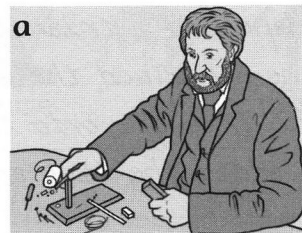
Timeline of inventions:

- 1800: battery Italy
- 1888: straw USA
- 1889: paper clip Norway
- 1958: skateboard USA
- 1970: digital watch USA

- When was the straw invented?
  - Where was the skateboard invented?
  - Where was the battery invented?
  - When was the digital watch invented?
  - Where was the paper clip invented?
- a In Norway.                      d In 1970.  
b In the USA.                      e In Italy  
c In 1888.

## 3 Read. Match the text to the pictures.

- Alexander Graham Bell invented the telephone. He came from Scotland, but he lived in the USA. He was a teacher at a school for deaf people. Picture \_\_\_\_\_
- Bell wanted to send words along wires. He did lots of experiments. Picture \_\_\_\_\_
- One day in 1876 he had an accident in his laboratory. He dropped acid on his trousers! Picture \_\_\_\_\_
- He used his new invention to call his assistant. He said, 'Mr Watson! Come here! I want you!' This was the first telephone call. Picture \_\_\_\_\_



## 4 Complete the crossword. What did these people invent?

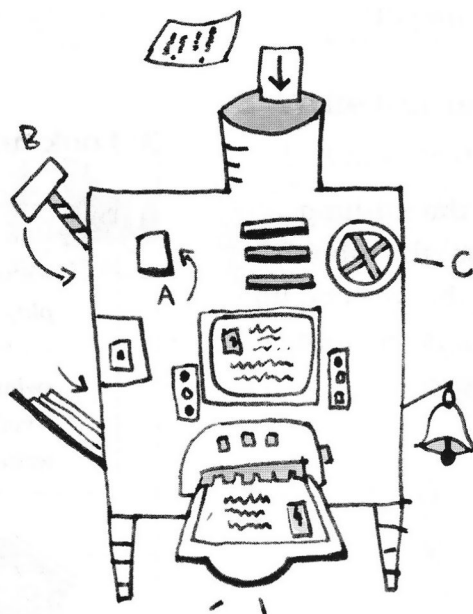
You can find the answers on CB page 34.

- Levi Strauss
- Thomas Sullivan
- Jacob Perkins
- Joseph Niépce
- Percy LeBaron Spencer

Marvin Stone invented the \_\_\_\_\_.

5 Read and answer.

This is a homework machine. I invented it in 2005. It can do Maths, English and Science homework. It has got a screen and a printer. You put the exercise into the hole at the top. If it is Maths, press button A. If it is English, pull lever B. If it is Science, turn wheel C. When you hear the bell your homework is ready.



- 1 When did she invent the homework machine? In 2005.
- 2 What can it do?  
\_\_\_\_\_
- 3 What do you do for Maths homework?  
\_\_\_\_\_
- 4 What do you do for English homework?  
\_\_\_\_\_
- 5 What do you do for Science homework?  
\_\_\_\_\_
- 6 What do you hear when your homework is ready? \_\_\_\_\_

6 Invent a machine and write about it.

**Self-evaluation**

Look back at the unit. What can you do? Think and colour.

- I can remember the words for craft items from CB page 29.
- I can ask for things politely in the classroom.
- ◆ I can make questions in the Past simple.
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /a:/ and /ʌ/.
- I can do a role play about making models.
- I can write about something I have made.
- I can remember the inventions words from CB page 34.
- Ⓛ I can use a timeline to talk about inventions.

Not at all	Very well



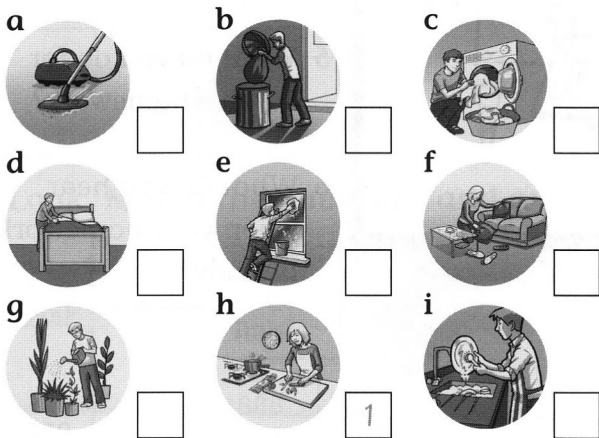
# 5

## At the theatre

### Vocabulary

#### 1 Number the pictures.

- 1 make the dinner    2 do the washing  
 3 water the plants    4 put out the rubbish  
 5 tidy the living room    6 do the washing up  
 7 vacuum the carpet    8 make the bed  
 9 clean the windows



#### 2 Make phrases.

- the bathroom    your homework    a cake  
 the washing    your bedroom  
 your shoes    the bed    your desk

tidy the living room  
 \_\_\_\_\_  
 \_\_\_\_\_

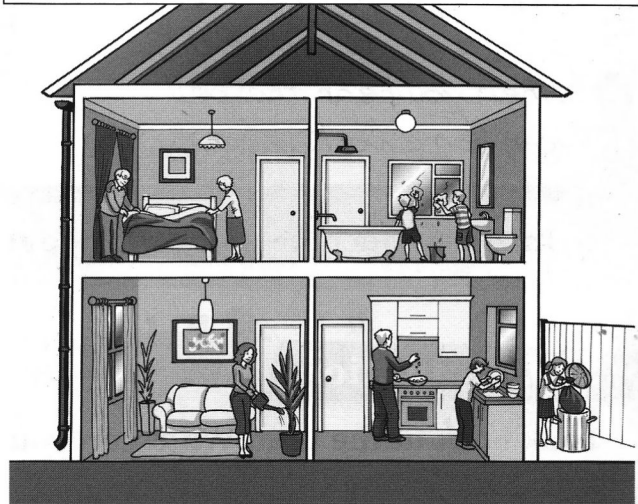
make the dinner  
 \_\_\_\_\_  
 \_\_\_\_\_


clean the windows  
 \_\_\_\_\_  
 \_\_\_\_\_


do the washing up  
 \_\_\_\_\_  
 \_\_\_\_\_


#### 3 Look and write sentences.


**Tip** How to spell **-ing** forms:  
 - most verbs: + **ing**:  
*play* → **playing**      *sleep* → **sleeping**  
 - 1 vowel + 1 consonant: double the consonant:  
*swim* → **swimming**      *hop* → **hopping**  
 - verbs ending in **e**: **ℓ + ing**:  
*write* → **writing**      *skate* → **skating**





1  He's making the dinner.

2  They're \_\_\_\_\_

3  \_\_\_\_\_

4  \_\_\_\_\_

5  \_\_\_\_\_

6  \_\_\_\_\_

# Vocabulary and speaking

They don't have to water the plants.

He has to do the washing up.

I have to make my bed.

She doesn't have to tidy the living room.

Do you have to clean the windows?

## 1 Listen and tick or cross. 2.5

	✓	
	✗	

## 2 Write sentences. Use your answers from Activity 1.

- Meg has to water the plants.
- They don't have to
- Oli \_\_\_\_\_
- Meg \_\_\_\_\_
- They \_\_\_\_\_
- Oli \_\_\_\_\_

## 3 Write true or false for you.

- I have to do the washing up once a day.  
\_\_\_\_\_
- I have to make my bed every day.  
\_\_\_\_\_
- I don't have to make my bed on school days.  
\_\_\_\_\_
- I don't have to vacuum the carpet.  
\_\_\_\_\_
- I sometimes have to water the plants.  
\_\_\_\_\_
- I usually have to put out the rubbish.  
\_\_\_\_\_

## 4 Listen and repeat. 2.6



Do you have to make the dinner?  
Do you have to clean the windows?

## 5 Write questions.

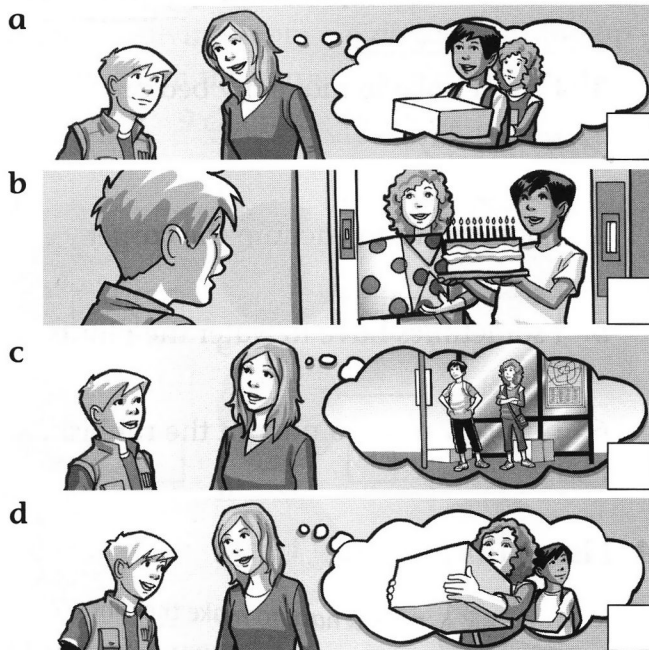
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 6 Now ask your partner the questions.

## The Past continuous

<b>Affirmative</b>	I <b>was talking</b> to my friend.	He <b>was playing</b> tennis.
<b>Negative</b>	I <b>wasn't watching</b> TV.	He <b>wasn't swimming</b> .
<b>Questions</b>	<b>Were you playing</b> football?	<b>Was he visiting</b> the museum?
<b>Short answers</b>	Yes, I <b>was</b> . No, I <b>wasn't</b> .	Yes, he <b>was</b> . No, he <b>wasn't</b> .

### 1 Listen and number. 2.9



### 2 Make sentences. Match them to the pictures in Activity 1.

1 **waiting** They **.** at the bus stop **were**

Picture \_\_\_\_

2 **a big box** **.** carrying Meg **was**

Picture \_\_\_\_

3 **?** in town **were** What **doing you**

Picture \_\_\_\_

4 **her** Rav **Was** **?** helping

Picture \_\_\_\_

### 3 Now listen and check. 2.9

### 4 Write questions about yesterday.

have breakfast watch television  
sleep do your homework  
have a shower travel to school  
morning afternoon evening

1 Were you watching television at six o'clock in the evening?

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

### 5 Now play a guessing game.

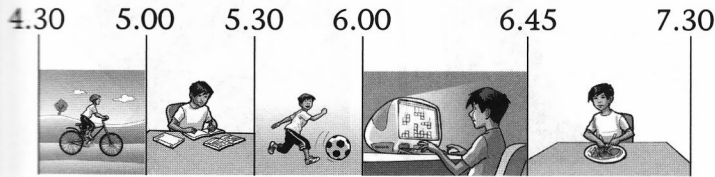
Score one point for each correct guess.



# Grammar

6 Look and complete the sentences about Rav.

have tea    play on the computer  
ride his bike    do his homework  
play football









- 1 At half past six, he was playing on the computer.
- 2 At quarter past five, \_\_\_\_\_
- 3 At seven o'clock, \_\_\_\_\_
- 4 At quarter to six, \_\_\_\_\_
- 5 At quarter to five, \_\_\_\_\_



7 Write sentences about yourself yesterday afternoon.



At half past five, I was watching television.

- 1  At quarter to three, \_\_\_\_\_
- 2  \_\_\_\_\_
- 3  \_\_\_\_\_
- 4  \_\_\_\_\_
- 5  \_\_\_\_\_
- 6  \_\_\_\_\_

# Story

8 Read the story again. CB page 38  2.7

9 Match. Then cover the sentence endings and tell the story.

- |                             |                                   |
|-----------------------------|-----------------------------------|
| 1 The Red Wolves had        | a of the play.                    |
| 2 The children went through | b the last tickets for the play.  |
| 3 It was the last scene     | c kill Mr Trent.                  |
| 4 The detective was asking  | d the detective at eight o'clock. |
| 5 Mr Pitt didn't            | e questions.                      |
| 6 Mr Pitt was with          | f killed Mr Trent.                |
| 7 Milly                     | g the wrong answer.               |
| 8 The Red Wolves had        | h the stage door.                 |

10 Complete the story playscript. PMB page 23

# Pronunciation and spelling

1 Listen and repeat. 2.10

2 Listen. Which sound do you hear? Hold up your left hand or your right hand. 2.11



witch

/ɪ/



/i:/

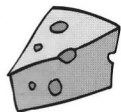
queen



3 Write the words next to the correct picture.



king



cheese



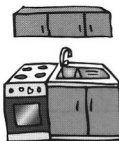
beach



jeans



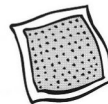
dinner



kitchen



knee



teabag



women



wizard

\_\_\_\_\_ king \_\_\_\_\_ /ɪ/

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/i:/ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 Listen and check. Then listen and repeat. 2.12

5 Listen to the chant. Then say. 2.13



The king is in the kitchen,  
He's drinking cups of tea.  
The queen is at the beach,  
She's swimming in the sea.

The king is having dinner,  
He's eating bread and cheese.  
The queen is wearing jeans  
To hide her knobbly knees!



chant

**Tip** We usually spell the /i:/ sound with the letters **ee** or **ea**.

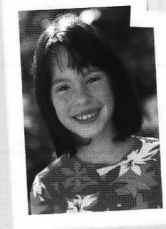
## 1 Read the text and complete the table.



Juliet Jennings is eleven. She is Dorothy in the Wizard of Oz. She is in Year 6 at school. This is her first big part. She loves acting. Juliet says 'It's great fun!'



Mark Springer is the Lion in the play. Mark is in Year 5. He's ten. He says, 'The lion is a great character, but I don't like the mask. It's too hot!'



Tamara Jones is the Bad Witch. She wants to be an actor. She is nine years old and she is in Year 5. Tamara is good at singing and dancing. She loves her hat. Tamara says, 'It's funny!'

Name	Juliet Jennings	Mark Springer		John Flemming
Age	11			10
Year at school	6			6
Character			Bad Witch	Tin Man
Likes / doesn't like	likes acting			doesn't like his costume
Why?		it's too hot		he can't move very well

## 2 Look at the table and complete the programme note.



John Flemming is the <sup>1</sup> \_\_\_\_\_. He is <sup>2</sup> \_\_\_\_\_ years old and he is in <sup>3</sup> \_\_\_\_\_. This is his first big part in the school play. He loves acting, but he doesn't like <sup>4</sup> \_\_\_\_\_. John says, 'It's very uncomfortable. I <sup>5</sup> \_\_\_\_\_!'

## 3 Imagine you are in a play. Write a programme note about yourself.

- 1 Complete the table for yourself.
- 2 Write your programme note.
- 3 Draw yourself and write your text neatly.

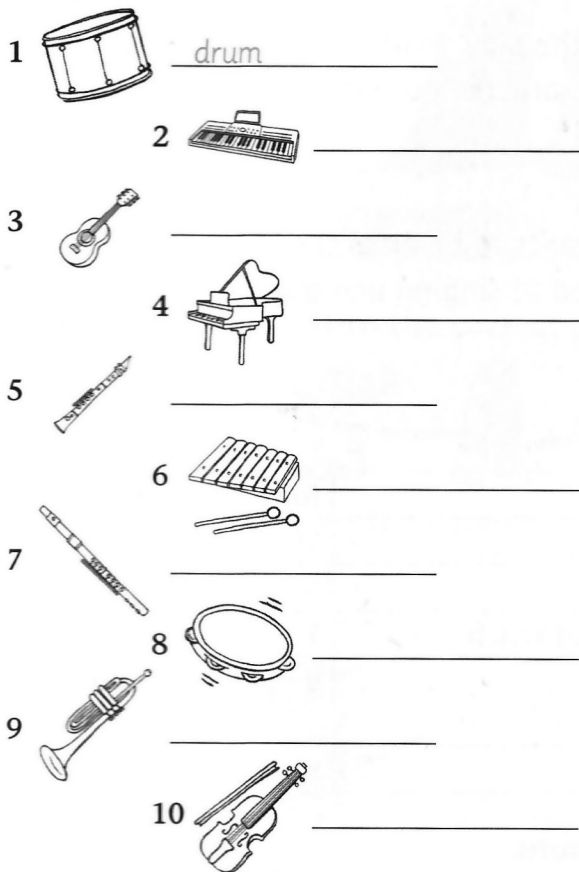
Name	
Age	
Year at school	
Character	
Likes / doesn't like	
Why?	

**Tip** Use commas and speech marks like this:  
*Tamara says, "It's funny!"*

# Musical instruments

## 1 Write the words.

xylophone clarinet violin  
piano flute electronic keyboard **drum**  
trumpet guitar tambourine



## 2 Guess the answers. Then listen and check. 🎧 2.19

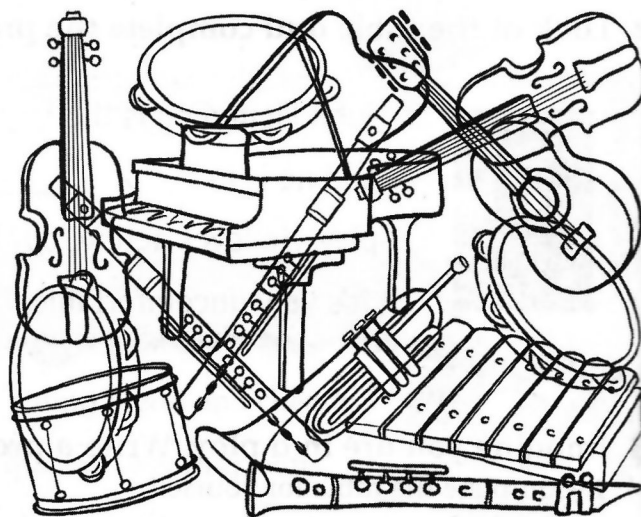
- Did they play the guitar in Ancient Egypt?  
a yes    b no
- How many keys does a piano usually have?  
a 66    b 88
- Do you play the Hawaiian flute with your nose?  
a yes    b no
- How long is the tube of a trumpet?  
a about 1m    b about 2m
- What is a violin bow made of?  
a wood and cow hair  
b wood and horse hair

## 3 Listen and tick. What kind of instruments can you hear? 🎧 2.21

	wind	percussion	string	keyboard
1			✓	
2				
3				
4				
5				
6				

## 4 Look at the picture and complete the sentences.

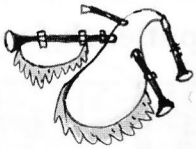
keyboard wind string percussion



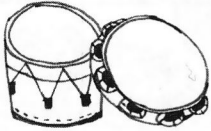
- There are four \_\_\_\_\_ instruments.
- There are three \_\_\_\_\_ instruments.
- There is one \_\_\_\_\_ instrument.
- There are five \_\_\_\_\_ instruments.

5 Read the text. Write *true* or *false*. 

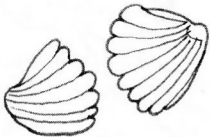
My name is Aldara. I live in Galicia in Spain. Here are some Galician instruments.



This is a Galician bagpipe. It's a wind instrument. It is very popular in Galicia. My dad plays it. Carlos Nuñez and Cristina Pato are famous bagpipe players.




There are lots of percussion instruments in Galicia. We've got drums and tambourines. I play the tambourine. I go to classes every week.



These shells are percussion instruments too. They are scallop shells. You hit them together. Sometimes people play spoons!

- 1 There are bagpipes in Galicia.  
\_\_\_\_\_
- 2 Aldara's dad plays the drums.  
\_\_\_\_\_
- 3 Carlos Nuñez is a famous guitar player.  
\_\_\_\_\_
- 4 Aldara plays the tambourine.  
\_\_\_\_\_
- 5 You can make music with scallop shells.  
\_\_\_\_\_

6 Draw some musical instruments and write about them. 

**Self-evaluation**

Look back at the unit. What can you do? Think and colour.

- I can remember the housework jobs words from CB page 37.
- I can talk about what I have to do at home.
- ◆ I can make sentences in the Past continuous.
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /ɪ/ and /i:/.
- I can do a role play about being in a play.
- I can write a note about myself for a theatre programme.
- I can remember the musical instrument words from CB page 42.
- I can identify different kinds of musical instruments.

Not at all	Very well















# 6

## At the restaurant

### Vocabulary

#### 1 Number the pictures.

- 1 roast beef   2 vegetables   3 lamb stew  
 4 strawberry ice cream   5 sausages  
 6 banana milkshake   7 apple pie  
 8 tomato soup   9 baked potato  
 10 mashed potato   11 salad   12 chips

a  <input type="checkbox"/>	b  <input type="checkbox"/>	c  <input type="checkbox"/>
d  <input type="checkbox"/>	e  <input type="checkbox"/>	f  <input type="checkbox"/>
g  <input type="checkbox"/>	h  <input type="checkbox"/>	i  <input type="checkbox"/>
j  <input type="checkbox"/>	k  <input type="checkbox"/>	l  <input type="checkbox"/>









#### 2 Write the words.

I like these dishes:

I don't like these dishes:

I haven't tried these dishes:

#### 3 Write two sentences about each food.

			
	✓	✗	✓
	✗	✗	✓
	✓	✓	✗
	✗	✓	✓
	✗	✓	✗

1 Rav and Oli like sausages. Meg doesn't like sausages.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

# Vocabulary and speaking

What would you like?

Would you like a dessert?

I'd like tomato soup, please.

What would you like to drink?

Anything else?

Can I have some ice cream, please?

1 Listen and tick the foods you hear. 2.24



2 Complete the dialogue. Use your answers from Activity 1.

Are you ready to order?

Yes, I am.

What would you like?

I'd like chicken and vegetable <sup>1</sup> \_\_\_\_\_, please.

Anything else?

Yes. I'd like <sup>2</sup> \_\_\_\_\_ and <sup>3</sup> \_\_\_\_\_, please.

What would you like to drink?

Can I have a bottle of <sup>4</sup> \_\_\_\_\_, please?

Yes, of course. And would you like a dessert?

Yes, please. I'd like some <sup>5</sup> \_\_\_\_\_, please.

3 Now listen and check. 2.24

4 Listen and repeat.



What would you like?  
Can I have sausages and chips, please?  
I'd like a milkshake, please.  
Would you like a dessert?

5 Complete the menu.

## The Incredible Café

### Menu

#### Main courses

#### Desserts

#### Drinks

6 Do a role play with your partner. Use your menus.

# Grammar

much, many and enough

	Countable nouns	Uncountable nouns
<b>Affirmative</b>	He eats <u>too many</u> sweets. He's got <u>enough</u> apples.	He's got <u>too much</u> sugar. He's got <u>enough</u> flour.
<b>Negative</b>	He <u>hasn't got enough</u> biscuits.	He <u>doesn't drink enough</u> milk.
<b>Questions</b>	How <u>many</u> bananas <u>has he got</u> ? How <u>many</u> tomatoes <u>does he need</u> ?	How <u>much</u> chocolate <u>has he got</u> ? How <u>much</u> water <u>does he need</u> ?

## 1 Listen and number. 2.28



## 2 Make sentences. Match them to the pictures in Activity 1.

1 too many got things I've .

Picture \_\_\_\_

2 pizza haven't enough . got We

Picture \_\_\_\_

3 too much You've ! cheese got

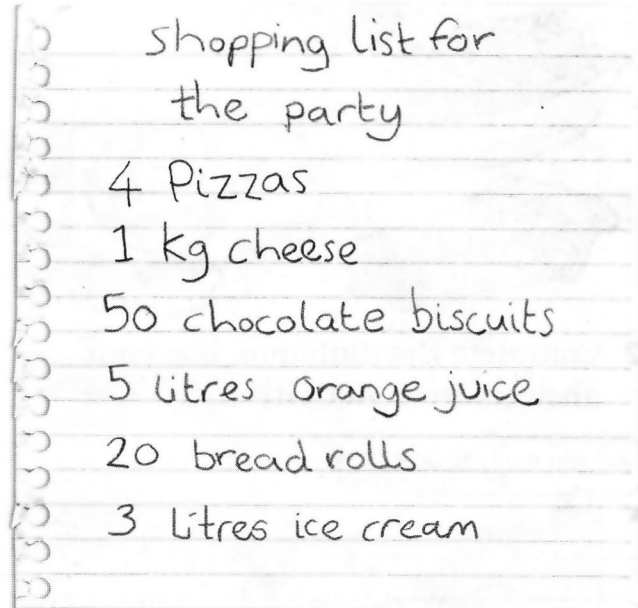
Picture \_\_\_\_

4 . got tomatoes We've enough

Picture \_\_\_\_

## 3 Now listen and check. 2.28

## 4 Look at the list. Write the questions.



Use *How much ...?* or *How many ...?*

- How much ice cream do they need? \_\_\_\_\_ Three litres.
- \_\_\_\_\_ Twenty.
- \_\_\_\_\_ One kilo.
- \_\_\_\_\_ Fifty.
- \_\_\_\_\_ Five litres.
- \_\_\_\_\_ Four.

# Grammar



5 Look at the picture and write sentences.



- 1 They've got too much cheese.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

6 Write about the children.

eats drinks ~~doesn't eat~~ doesn't drink  
too much too many enough enough

- 1  She eats one piece of fruit every week.  
She doesn't eat enough fruit.
- 2  He eats thirty biscuits every day.
- 3  She drinks five litres of lemonade every day.
- 4  He drinks one glass of water every day.



# Story

7 Read the story again. CB page 46 2.26

8 Match. Then cover the sentence endings and tell the story.

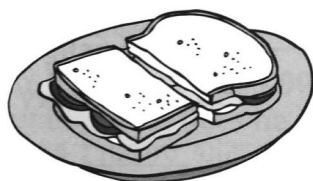
- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1 The children went to</li> <li>2 The children helped</li> <li>3 They used carrots, flour,</li> <li>4 Rav had too much</li> <li>5 They baked the pie in the oven</li> <li>6 The pie weighed</li> <li>7 The Red Wolves</li> <li>8 All the children</li> </ol> | <ol style="list-style-type: none"> <li>a flour.</li> <li>b arrived late.</li> <li>c Mrs Midge make a pie.</li> <li>d chicken and onions.</li> <li>e ate some pie.</li> <li>f for half an hour.</li> <li>g Midge's Restaurant.</li> <li>h one and a quarter kilos.</li> </ol> |
|---|--|

9 Complete the story playscript. PMB page 27

# Pronunciation and spelling

1 Listen and repeat. 2.29

2 Listen. Which sound do you hear? Hold up your left hand or your right hand. 2.30



sandwich

/æ/

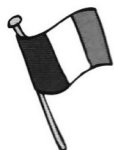


/ʌ/

lunch



3 Write the words next to the correct picture.



flag



apple



drum



lamb



honey



actor



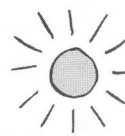
grandad



trumpet



monkey



sun

\_\_\_\_\_ /æ/

flag

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/ʌ/ \_\_\_\_\_

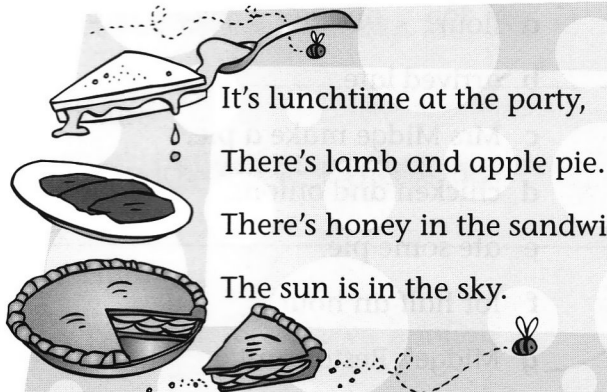
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 Listen and check. Then listen and repeat. 2.31

5 Listen to the chant. Then say. 2.32

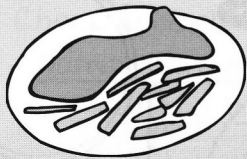


My gran has got a trumpet,  
My dad has got a drum.  
My grandad's got a flag,  
We're having lots of fun!

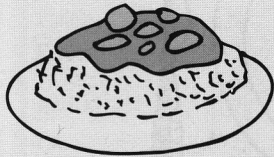


**Tip** We often spell the /ʌ/ sound **u**. But sometimes we spell it with the letter **o**.

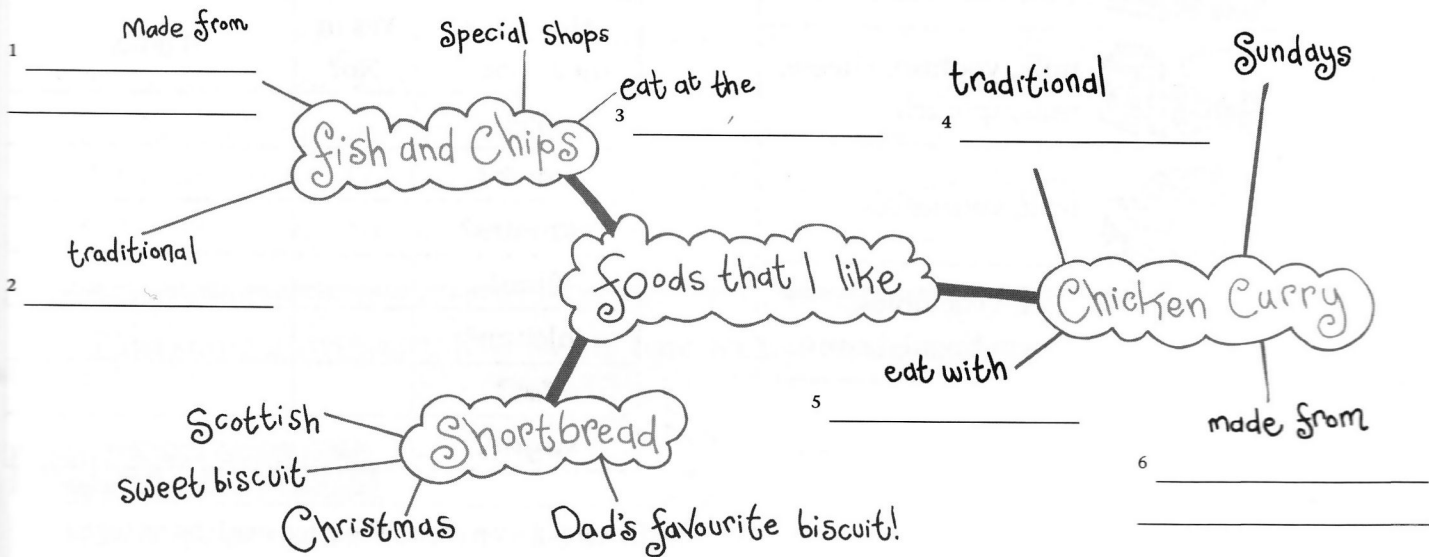
1 Read and complete the concept map.



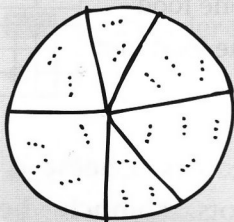
My favourite food is fish and chips. Fish and chips is a traditional British dish. It's made from fish and potatoes. There are special shops in Britain that sell fish and chips. We often have fish and chips when we go to the beach.



I love chicken curry. It is a traditional Indian dish. My mum makes it on Sundays. It's made from chicken and spices. Mum puts yoghurt in it too. You eat it with rice. It's delicious.



2 Complete the text. Use the concept map.






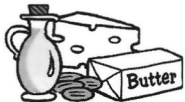
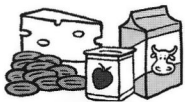


I like <sup>1</sup> \_\_\_\_\_. It's a <sup>2</sup> \_\_\_\_\_ sweet biscuit. It's made from flour, butter and sugar. My mum makes it at <sup>3</sup> \_\_\_\_\_. She puts lots of sugar on top. It's <sup>4</sup> \_\_\_\_\_ favourite biscuit.

3 Write about something you like eating.

- 1 Make a concept map about food that you like.
- 2 Choose one thing and write about it in your notebook. Check your work carefully.
- 3 Draw a picture of the food. Copy your text neatly.

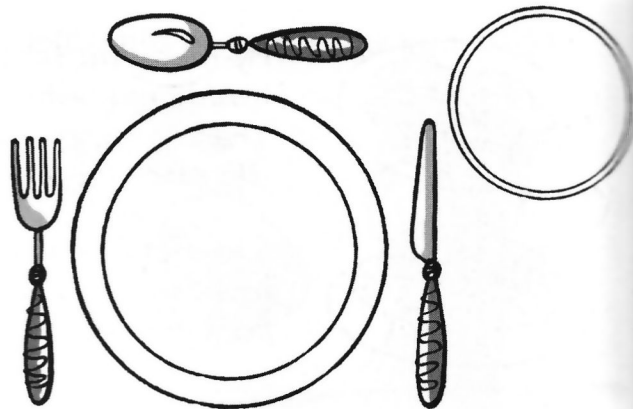
**Tip** Remember to use capital letters for:  
 - days of the week: *Sunday*  
 - countries: *India*

## 1 Look and complete the sentences.

high in starch		rice, potatoes, bread, pasta
high in sugar		cakes, chocolate, sweets
high in protein		fish, meat, beans, cheese, milk, nuts, eggs
high in fat		butter, oil, cheese, chocolate, nuts
high in calcium		milk, yoghurt, cheese, nuts, spinach
high in vitamins		fruit, vegetables
high in fibre		fruit, vegetables, brown bread, beans

- Chocolate is high in sugar and \_\_\_\_\_.
- Fruit and vegetables are high in \_\_\_\_\_ and \_\_\_\_\_.
- Nuts are high in \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- Milk is high in \_\_\_\_\_ and \_\_\_\_\_.
- Brown bread is high in \_\_\_\_\_ and \_\_\_\_\_.
- Beans are high in \_\_\_\_\_ and \_\_\_\_\_.
- Spinach and cheese are high in \_\_\_\_\_.

## 2 Draw a meal. Complete the chart.

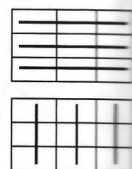


Has your meal got ...	Yes or No?	Foods
protein?		
starch?		
vitamins?		
fibre?		
calcium?		
<b>fat?</b>		
<b>sugar?</b>		

Be careful – we shouldn't eat too much fat or sugar!

## 3 Complete the puzzle.

Every **row** and **column** must have one food that is high in *protein*, one food that is high in *starch*, and one food that is high in *vitamins*.



~~pasta~~ bread tomatoes cheese  
potatoes salmon carrots spinach beef

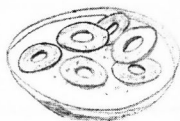
pasta		

**4 Look, read and write true or false.**

Choco Wheels and Lemon Snaps are my favourite biscuits.

Nutrition information for Choco Wheels

	per 100g	per biscuit (23g)
Protein	5.8g	1.3g
Carbohydrates (sugars)	63.2g	14.8g
(starch)	21.5g	4.9g
	41.7g	9.9g
Fat	25.2g	5.8g
Fibre	2.7g	0.6g
Salt	0.5g	0.15g



Nutrition information for Lemon Snaps

	per 100g	per biscuit (15g)
Protein	3.1g	0.5g
Carbohydrates (sugars)	67.6g	10.1g
(starch)	30.0g	4.5g
	37.6g	5.6g
Fat	17.3g	2.6g
Fibre	0.9g	0.1g
Salt	0.5g	trace



- 1 There is more protein in a Lemon Snap than in a Choco Wheel. \_\_\_\_\_
- 2 There is more sugar in a Choco Wheel than in a Lemon Snap. \_\_\_\_\_
- 3 A Lemon Snap has got more fat than a Choco Wheel. \_\_\_\_\_
- 4 There is more fibre in a Choco Wheel than in a Lemon Snap. \_\_\_\_\_
- 5 A Lemon Snap has got less salt than a Choco Wheel. \_\_\_\_\_

**5 Find some nutrition tables. Write true sentences about them.**

**Self-evaluation**

Look back at the unit. What can you do? Think and colour.

- I can remember the words for food and drink from CB page 45.
- I can order food in a restaurant.
- ◆ I can make sentences with *too much*, *too many* and *enough*.
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /æ/ and /ʌ/.
- I can do a role play about a party or carnival.
- I can write a description of a food or dish.
- I can remember the nutrient words from CB page 50.
- ⦿ I can talk about nutritional tables on food packets.

Not at all					Very well





**Grammar**

- Past simple questions
- The Past continuous
- Quantifiers: *too much too many (not) enough*

**Vocabulary**

- Craft items
- Housework jobs
- Food and drink

**1 Write the -ing form of the verbs.**

vacuum vacuuming      make \_\_\_\_\_      put out \_\_\_\_\_  
 do \_\_\_\_\_      tidy \_\_\_\_\_      clean \_\_\_\_\_

**2 Look and write sentences. Use the verbs from Activity 1.**

the beds    the washing up    ~~the lunch~~    the bathroom    the rubbish    the living room  
 the carpet    ~~the washing~~



Jim and Jess are tired. It is their mum's birthday. They worked very hard this morning!

1 At 1.45, they were making lunch.

2 At 10.25, Jim was doing the washing.

3 At 9.40, \_\_\_\_\_  
 \_\_\_\_\_

5 At 10.50, \_\_\_\_\_  
 \_\_\_\_\_

4 At 11.15, \_\_\_\_\_  
 \_\_\_\_\_

6 At 12.10, \_\_\_\_\_  
 \_\_\_\_\_

7 At 10.10, \_\_\_\_\_  
 \_\_\_\_\_

8 At 1.05, \_\_\_\_\_  
 \_\_\_\_\_



9.30-10.00



10.00-10.15



10.15-10.30



10.30-11.00



11.00-11.30



11.30-12.15



1.00-1.10



1.20-2.00

3 Write questions.

- 1 What was Jim doing at 11.45? \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

4 Now ask and answer.

5 Circle the correct words.

Shall we make a kite?

Yes! Here's **some** **any** paper.

We need some straws. How much How many straws have we got?

We've got lots - look!

There isn't **some** **any** paint.

There isn't **enough** **any** string.

And we **haven't got** **have got** enough glue.

This is silly! Let's go shopping!

6 Now listen and check. ))) 2.39

7 Look at the list and write sentences.

Banana cake

You need:  
 3 bananas, 150g butter, 150g sugar,  
 300g flour, 2 eggs



Use *too much*, *too many* or *enough*.

1 He hasn't got enough \_\_\_\_\_  
 bananas. \_\_\_\_\_

2 sugar \_\_\_\_\_  
 \_\_\_\_\_

3 \_\_\_\_\_  
 \_\_\_\_\_

4 flour \_\_\_\_\_  
 \_\_\_\_\_

5 \_\_\_\_\_  
 \_\_\_\_\_

8 Write questions and answers about the pictures in Activity 7.

- 1 How many bananas has he got? Two. \_\_\_\_\_
- 2 How much sugar has he got? 250g. \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

9 Make questions about Jim's day on Saturday.

1 get up ? he What time did



What time did he get up? \_\_\_\_\_

2 did go Where he ?



\_\_\_\_\_

3 did in the park he ? do What



\_\_\_\_\_

4 he the park When ? leave did



\_\_\_\_\_

10 Now ask and answer.

11 Complete the questions about Jess's day on Saturday. Find the answers.

What Who ~~What time~~ What Where

1 What time did she get up?

d

2 \_\_\_\_\_ did she have for breakfast?

3 \_\_\_\_\_ did she do in the morning?

4 \_\_\_\_\_ did she see at the tennis court?

5 \_\_\_\_\_ did she have lunch?

- a Cereal and toast.
- b At home.
- c She played tennis.
- d At eight o'clock.
- e Her best friend.

12 Find, circle and write the words.

h	p	e	i	v	c	h	i	p	s
m	a	s	h	e	d	w	m	o	b
k	s	r	r	g	u	p	i	e	l
u	d	b	l	e	j	x	l	d	i
f	i	a	v	t	e	s	k	h	c
a	c	k	g	a	b	a	s	a	e
o	r	e	r	b	s	o	h	y	c
s	o	d	n	l	a	e	a	n	r
o	a	l	z	e	l	p	k	i	e
u	s	a	u	s	a	g	e	s	a
p	t	u	h	k	d	n	d	t	m
e	c	g	s	t	e	w	a	f	e

1 lamb stew and \_\_\_\_\_ potato

2 chocolate \_\_\_\_\_

3 apple \_\_\_\_\_

4 \_\_\_\_\_ potato and \_\_\_\_\_

5 vanilla \_\_\_\_\_

6 mushroom \_\_\_\_\_

7 \_\_\_\_\_ and \_\_\_\_\_

8 \_\_\_\_\_ beef and \_\_\_\_\_



13 Ask and answer.

How do you spell 'potato'?

P-O-T-A-T-O.



**14 Solve the riddle.**

salad flute ~~glue~~ hand zip chips living room  
 violin jeans paint card car lunch tape ~~wire~~ string

My seventh letter is in  glue and in  wire.



My fourth letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.



My third letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

My sixth letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

My first letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

My fifth letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

My eighth letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

My second letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

What am I? A \_ \_ \_ \_ \_ e \_ \_

**15 Look at the picture. Find, circle and write.**

3 things beginning with p  
paint  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3 things beginning with s  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3 things beginning with c  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2 things beginning with m  
 \_\_\_\_\_  
 \_\_\_\_\_

3 housework jobs  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**16 Now do the activities in the PMB.** PMB pages 30 and 31













# 7

## At the animal rescue centre

### Vocabulary

1 Number the pictures.

- 1 deer   2 pigeon   3 mouse   4 fox  
 5 blackbird   6 hawk   7 robin   8 hedgehog  
 9 badger   10 caterpillar   11 squirrel  
 12 snail

a  <input type="checkbox"/>	b  <input type="checkbox"/>	c  <input type="checkbox"/>
d  <input type="checkbox"/>	e  <input type="checkbox"/>	f  <input type="checkbox"/>
g  <input type="checkbox"/> 1	h  <input type="checkbox"/>	i  <input type="checkbox"/>
j  <input type="checkbox"/>	k  <input type="checkbox"/>	l  <input type="checkbox"/>

2 Write the words.

I've seen these animals:

---



---



---



---

I haven't seen these animals:

---



---









---



---

3 Write the answers for 1-3. Then write the questions for 4-8.

**Rav's Nature Photos**  
 I saw these animals last week

 in Bluebell Wood, on Monday	 in Meg's garden, on Wednesday	 at school, on Thursday
 in Oli's garden, on Friday	 in the park, on Saturday	 at Northcourt Castle, on Sunday

- 1 What did he see on Thursday? A caterpillar
- 2 When did he see a hawk? \_\_\_\_\_  
\_\_\_\_\_
- 3 Where did he see a fox? \_\_\_\_\_  
\_\_\_\_\_
- 4 \_\_\_\_\_  
\_\_\_\_\_ On Wednesday.
- 5 \_\_\_\_\_  
\_\_\_\_\_ A hedgehog.
- 6 \_\_\_\_\_  
\_\_\_\_\_ At Northcourt Castle.
- 7 \_\_\_\_\_  
\_\_\_\_\_ In Oli's garden.
- 8 \_\_\_\_\_  
\_\_\_\_\_ A fox.

# Vocabulary and speaking

It eats worms and roots.

It's a mammal.

It's got four legs.

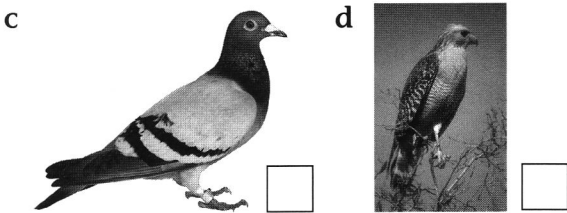
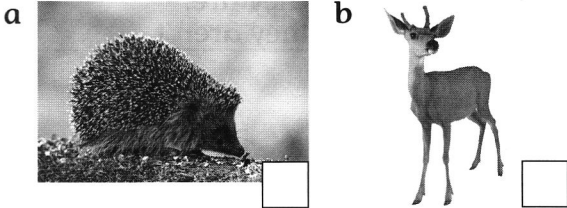
It's got a big beak and strong claws.

It's black and white.

It lives in gardens and woods.

It's a bird!

## 1 Listen and number. 2.41



## 2 Tick the correct descriptions.

### Hedgehog

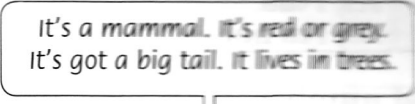
- Appearance: brown, with sharp spines
- brown, with big teeth
- Habitats: mountains and woods
- woods and gardens
- Food: small birds and animals
- worms, snails, roots and fruit

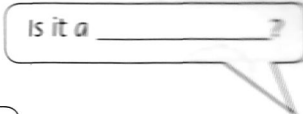
### Pigeon


- Appearance: black and white
- grey and white
- Habitats: woods, towns and cities
- mountains and woods
- Food: grass and leaves
- fruit, seeds, food in rubbish bins

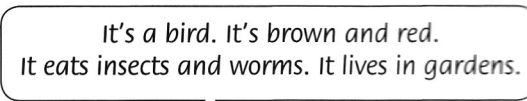
## 3 Now listen and check. 2.42

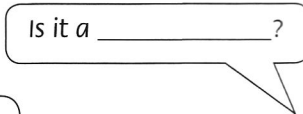
## 4 Complete the dialogues.


1  It's a mammal. It's red or grey.  
It's got a big tail. It lives in trees.

 Is it a \_\_\_\_\_?

 Yes!

2  It's a bird. It's brown and red.  
It eats insects and worms. It lives in gardens.

 Is it a \_\_\_\_\_?

 Yes!

## 5 Listen and repeat. 2.43



## 6 Describe an animal.

---



---



---



---



---



---

Can your friends guess your animal?

going to

<b>Affirmative</b>	I'm going to have a sandwich.	She's going to watch TV.	They're going to visit the museum.
<b>Negative</b>	I'm not going to go swimming.	She isn't going to do her homework.	They aren't going to go swimming.
<b>Questions</b>	Are you going to read your book?	Is she going to climb a tree?	Are they going to do their homework?
<b>Short answers</b>	Yes, I am. No, I'm not.	Yes, she is. No, she isn't.	Yes, they are. No, they aren't.

## 1 Listen and number. 2.46

a



b



c



d



## 2 Make sentences. Match them to the pictures in Activity 1.

1 be It's ! going to hot

Picture \_\_\_\_

2 going to in a tent We ! aren't sleep

Picture \_\_\_\_

3 my bag going to I'm pack .

Picture \_\_\_\_

4 ten T-shirts Are ? going to wear you

Picture \_\_\_\_

## 3 Now listen and check. 2.46

## 4 Write questions.

play computer games watch television  
have a party visit your grandparents  
play football go to the park

on your birthday this evening  
tomorrow at the weekend  
next week this afternoon

1 Are you going to watch television  
this evening ?

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



## 5 Now ask and answer.

Answer Yes, I am or No, I'm not.

# Grammar

## 6 Look and write sentences.

do ride ~~take~~ go make  
 swimming a sandwich  
 their homework a bike a photo

1 He's going to take a photo.



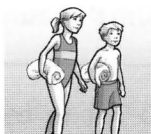
2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



## 7 Write about your plans.

1 What are you going to do this evening?

I'm going to

2 What are you going to do tomorrow?

3 What are you going to do on Saturday?

4 What are you going to do at the weekend?

5 What are you going to do next week?

6 What are you going to do on your birthday?

# Story

8 Read the story again. CB page 54 2.44

9 Match. Then cover the sentence endings and tell the story.

1 The children wanted to read

2 They climbed to the top

3 They heard a noise and

4 They read the message

5 There was an owl

6 It crashed

7 The children took it to

8 They saved

a in the tower.

b they were scared.

c the message on the flag.

d with Oli's binoculars.

e the animal rescue centre.

f of the church tower.

g the owl's life.

h into a wall.

10 Complete the story playscript. PMB page 33

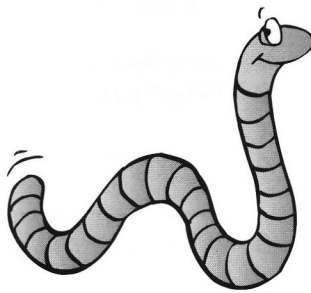




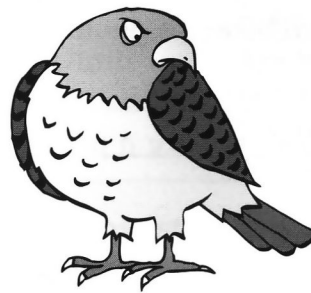
# Pronunciation and spelling

1 Listen and repeat. 2.47

2 Listen. Which sound do you hear? Hold up your left hand or your right hand. 2.48



worm /ɜ:/



/ɔ:/ hawk



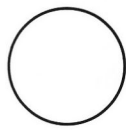
3 Write the words next to the correct picture.



straw



bird



circle



church



four



burger



stormy



draw



shirt



morning

\_\_\_\_\_ /ɜ:/

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/ɔ:/ \_\_\_\_\_ straw

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 Listen and check. Then listen and repeat. 2.49

5 Listen to the chant. Then say. 2.50



Draw a bird with a worm,

Draw a girl in a skirt.

Draw a hawk on a church,

Draw a four on a shirt.

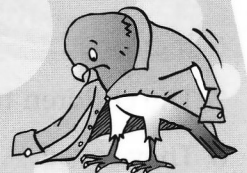


Draw a girl on a church,

Draw a bird in a skirt!

Draw a hawk on a church,

Draw a hawk in a shirt!



chant



Here are three ways of spelling the /ɜ:/ sound *ir*, *ur* and *or*.

## 1 Write the words under the correct picture

bus raining classroom play badger dress sunny deer man theatre hedgehog costumes



bus

## 2 Read and find the missing sentences. Write the letters.

### A day out at the Animal Rescue Centre

<sup>1</sup> \_\_\_\_\_. We went by bus and we arrived at ten o'clock. It was a sunny day.

<sup>2</sup> \_\_\_\_\_. A man told us about the Centre. <sup>3</sup> \_\_\_\_\_. Then it was lunchtime and we had a picnic.

After lunch we saw lots of different animals.

There was a deer and some badgers. <sup>4</sup> \_\_\_\_\_.

We had a great time and I didn't want to go home.

- a He showed us pictures of plants and animals in the area.
- b Miss Thomas showed us a beautiful dress.
- c First we went to a classroom.
- d It wasn't sad – it was very funny!

### A visit to the Royal Theatre

Our class visited the Royal Theatre last week.

<sup>5</sup> \_\_\_\_\_. The theatre is near our school, so we walked there. It was raining!

Miss Thomas works at the theatre. She showed us the different parts of the theatre. I liked the costume room best. <sup>6</sup> \_\_\_\_\_.

Then we watched the play. It was called 'The Sad Story of Steven Smith'. <sup>7</sup> \_\_\_\_\_.

The costumes were fantastic.

- e I was very excited because I want to be an actor!
- f Class 5B went to the Animal Rescue Centre last week.
- g My favourite animals were the baby hedgehogs.

## 3 Write about a day out.

- 1 Choose your topic.
- 2 Write a list of useful words.
- 3 Write your composition. Check it carefully.
- 4 Draw a picture. Copy your composition neatly.



**Tip!**

Make your text interesting. Include your opinions and feelings:

*The costumes were fantastic.*

# Food chains

## 1 Complete the sentences.

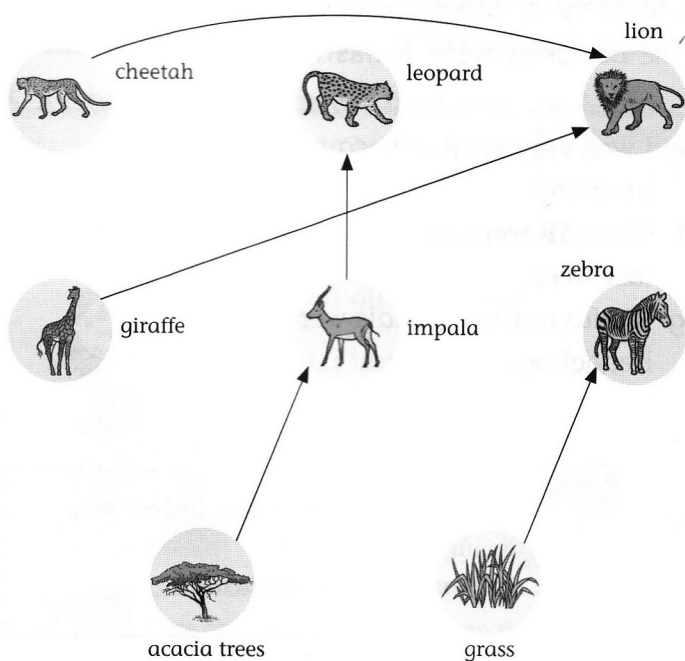
a carnivore    an omnivore    consumers  
a herbivore    a producer

- 1 A sheep only eats grass. It's \_\_\_\_\_.
- 2 All animals are \_\_\_\_\_.
- 3 A salmon eats other fish, but it doesn't eat plants. It's \_\_\_\_\_.
- 4 Every food chain starts with \_\_\_\_\_.
- 5 A mouse eats fruit, seeds and insects. It's \_\_\_\_\_.

## 2 Read. Draw the missing arrows on the food web.

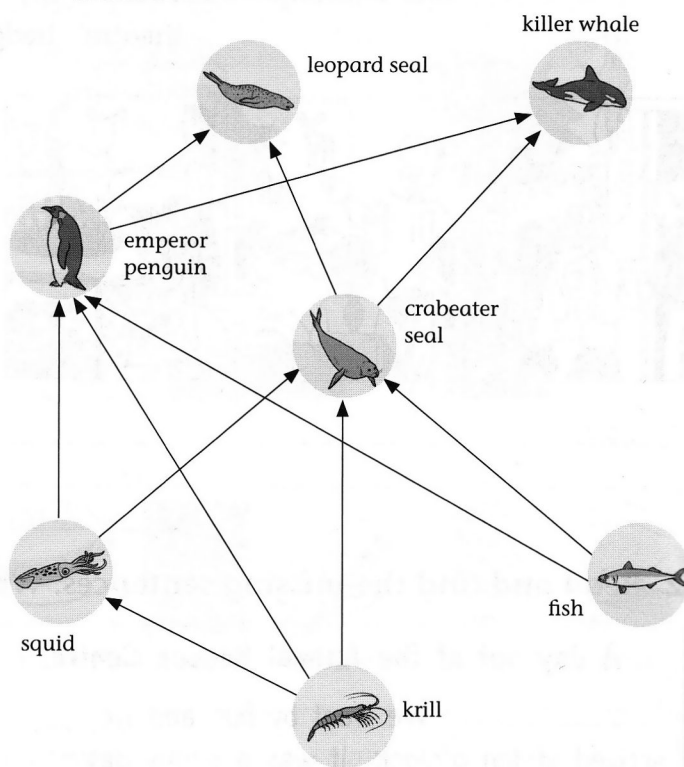
The herbivores in this web are giraffes, impala and zebra. Giraffes and impala eat acacia trees. Impala and zebras eat grass. The carnivores in this web are cheetahs, leopards and lions. Cheetahs eat impala. Leopards eat impala and cheetahs. Lions eat all the animals in this food web.

### Part of a food web in the African savannah



## 3 Look and answer the questions.

### Part of a food web in the Antarctic



- 1 What do leopard seals eat?  
They eat emperor penguins and crabeater seals.
- 2 What do squid eat?  
They eat \_\_\_\_\_.
- 3 What do emperor penguins eat?  
They eat \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- 4 What do killer whales eat?  
They eat \_\_\_\_\_ and \_\_\_\_\_.
- 5 What do crabeater seals eat?  
They eat \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.



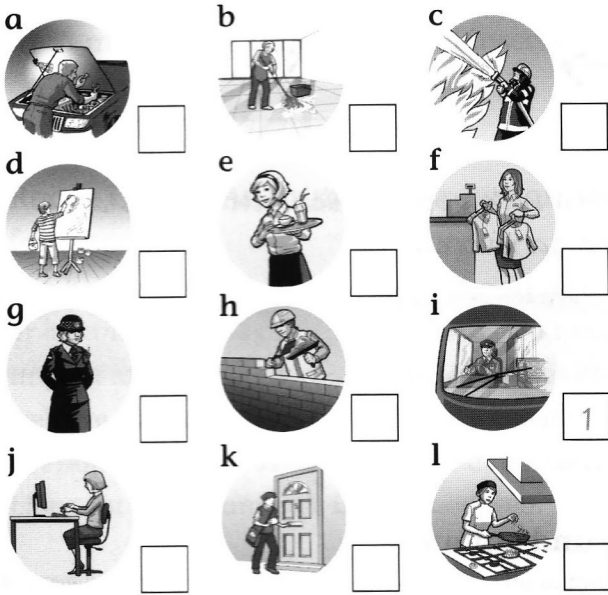
# 8

## On Bell Street

### Vocabulary

#### 1 Number the pictures.

- 1 bus driver 2 police officer 3 artist  
 4 secretary 5 firefighter 6 shop assistant  
 7 waitress 8 postman 9 cleaner 10 cook  
 11 mechanic 12 builder



#### 2 Write the words.

These people usually work inside:

These people usually work outside:

#### 3 Complete the sentences.



**Tip**

Use 's or ' to show possession.

– one person: + 's









*the postman's hat      the postman's shoes*

– two or more people: + '

*the mechanics' garage      the mechanics' jackets*

shoes    jacket    pencils    hats    ear  
 trousers    ladder    bag



- 1  This is the shop assistant's jacket.
- 2  This is the police officers' car.
- 3  These are \_\_\_\_\_.
- 4  These are \_\_\_\_\_.
- 5  This is \_\_\_\_\_.
- 6  These are \_\_\_\_\_.
- 7  These are \_\_\_\_\_.
- 8  This is \_\_\_\_\_.

# Vocabulary and speaking

What do you want to be when you grow up?

I want to be a doctor.

Why?

Because I like biology.

Because I want to work with people.

## 1 Listen and match. 2.59

1 a

2 b

3 c

4 d

## 3 Listen and repeat. 2.60



What do you want to be?  
I want to be a police officer.

## 4 Answer the questions.

What do you want to be? \_\_\_\_\_

Why? \_\_\_\_\_

Because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2 Make sentences. Then listen again and check. 2.59

1 Sam wants to be

2 Anita wants to be

3 Ellie wants to be

4 Kevin wants to be

a shop assistant

a firefighter

a builder

a secretary

because she wants to work with computers.

because he loves clothes.

because it's exciting.

because he wants to work outside.

## 5 Ask your friends and complete the table.

Name	Ideal job	Why?
Rav	cook	because he loves cooking

## Questions and short answers

Did the children <b>find</b> Firefighter Patch?	Yes, they <b>did</b> .	No, they <b>didn't</b> .
Were the Red Wolves at the fire station?	Yes, they <b>were</b> .	No, they <b>weren't</b> .
Could Patch <b>talk</b> ?	Yes, he <b>could</b> .	No, he <b>couldn't</b> .
Was there a fire in the story?	Yes, there <b>was</b> .	No, there <b>wasn't</b> .

### 1 Listen and number. 3.2



### 2 Make questions and answers. Match to the pictures in Activity 1.

1 ? T. Rex Could fly  
couldn't No, . it

\_\_\_\_\_

Picture \_\_\_\_

2 any dinosaurs there in the zoo ? Are  
there ! aren't No,

\_\_\_\_\_

Picture \_\_\_\_

3 Did big teeth ? have it  
. Yes, did it

\_\_\_\_\_

Picture \_\_\_\_

### 3 Now listen and check. 3.2

### 4 Answer the questions with short answers.

## The Incredible Story Quiz

Story 1: Were the Red Wolves at the library?  
Yes, they were.

Story 2: Was the plate the oldest thing at the dig?  
\_\_\_\_\_

Story 3: Could Lily Lightfingers swim?  
\_\_\_\_\_

Story 4: Did the Earl of Sandwich invent the pizza?  
\_\_\_\_\_

Story 5: Did Milly kill Mr Trent?  
\_\_\_\_\_

Story 6: Were there any carrots in Mrs Midge's pie?  
\_\_\_\_\_

Story 7: Was there a badger in the tower?  
\_\_\_\_\_

Story 8: Was Firefighter Patch a cat?  
\_\_\_\_\_

## Grammar

### 5 Answer the questions with short answers.

- 1 Do you live in Europe?  
\_\_\_\_\_
- 2 Are you ten years old?  
\_\_\_\_\_
- 3 Have you got a pet?  
\_\_\_\_\_
- 4 Can you speak Italian?  
\_\_\_\_\_
- 5 Is your English teacher from America?  
\_\_\_\_\_
- 6 Is there a computer in your classroom?  
\_\_\_\_\_
- 7 Are there any animals in your classroom?  
\_\_\_\_\_
- 8 Has your school got a swimming pool?  
\_\_\_\_\_

### 6 Write five questions to ask a friend.

- 1 Have you got \_\_\_\_\_?  
\_\_\_\_\_?
- 2 Do you \_\_\_\_\_?  
\_\_\_\_\_?
- 3 Are you \_\_\_\_\_?  
\_\_\_\_\_?
- 4 Can you \_\_\_\_\_?  
\_\_\_\_\_?
- 5 Did you \_\_\_\_\_?  
\_\_\_\_\_?

### 7 Now ask a friend the questions.



## Story

### 8 Read the story again. CB page 62 2.61

### 9 Match. Then cover the sentence endings and tell the story.

- 1 The children went to \_\_\_\_\_
  - 2 They wanted to find \_\_\_\_\_
  - 3 First they talked to \_\_\_\_\_
  - 4 A firefighter was playing \_\_\_\_\_
  - 5 The dog's name \_\_\_\_\_
  - 6 Patch worked for \_\_\_\_\_
  - 7 He lived in the fire station \_\_\_\_\_
  - 8 He was \_\_\_\_\_
- a Firefighter Patch.
  - b but he didn't fight fires.
  - c Firefighter Mayo.
  - d the firefighters' pet.
  - e the Fire Service.
  - f the fire station.
  - g with a dog in the yard.
  - h was Patch!

### 10 Complete the story playscript. PMB page 37



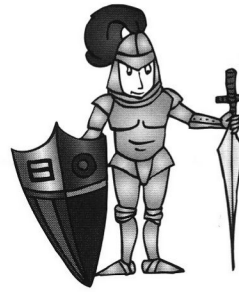
# Pronunciation and spelling

1 Listen and repeat. 3.3

2 Listen. Which sound do you hear? Hold up your left hand or your right hand. 3.4



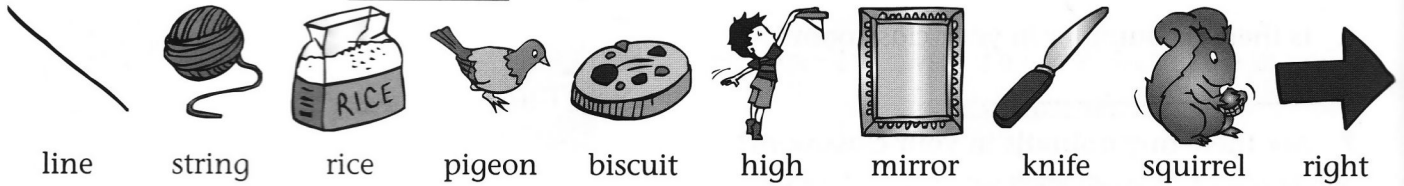
builder /i/



/aɪ/ knight



3 Write the words next to the correct picture.



line string rice pigeon biscuit high mirror knife squirrel right

\_\_\_\_\_ /i/

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/aɪ/ \_\_\_\_\_ line \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4 Listen and check. Then listen and repeat. 3.5

5 Listen to the chant. Then say. 3.6

The squirrel's eating biscuits,

The pigeon's eating rice.

The builder's climbing high,

The knight is on a bike!

The squirrel's got a mirror,

The pigeon's got some string.

The builder's got a kite,

The knight is on a swing!

**chant**

**Tip** We often spell the /aɪ/ sound with **i + consonant + e**, or with **igh**.

## 1 Read the letters and answer the questions.

3 Hill Street  
Greenford  
GR1 3AF  
23rd May 2008

Dear Melanie,

My dad loves your programme. He would like to be on 'I Want Your Job'. He's a firefighter. It's a very interesting job, but it can be dangerous too. His favourite part of the job is rescuing cats from trees.

Please invite him soon.

Yours,  
Debbie Smith

Flat 3B  
29 Oak Tree Road  
Marston  
MR6 9AX  
14th May 2008

Dear Melanie,

My aunt loves your programme. She would like to be on 'I Want Your Job'. She's a nurse. It's a very useful job, but it can be difficult too. Her favourite part of the job is saying goodbye to patients!

Please can she be on the programme?

Yours,  
Ivan Robertson

	Letter 1	Letter 2
1 Who is the letter from?	Debbie Smith	
2 Where does he/she live?		Flat 3B 29 Oak Tree Road Marston MR6 9AX
3 When did he/she write the letter?		
4 Who is the letter to?		Melanie
5 Who is the letter about?	Debbie's dad	
6 What does he/she do?		She's a nurse.
7 What is his/her job like?	interesting, dangerous	
8 What's his/her favourite part of the job?		

## 2 Imagine this letter is from you. Complete the spaces.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dear Melanie,

\_\_\_\_\_

Yours,

\_\_\_\_\_

## 3 Write a letter to Melanie.

- 1 Think of someone with an interesting job. Answer questions 6, 7 and 8 from the table.
- 2 Use your answers to write the letter in your notebook. Check your work carefully.
- 3 Copy your letter neatly.

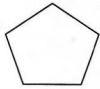




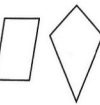




**Tip** Make sure you write everything in the correct place on your letter.

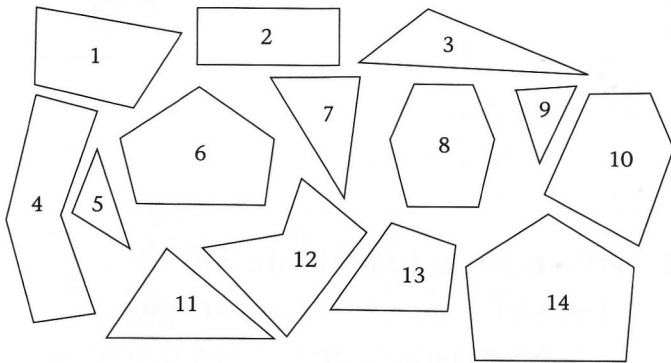
# Polygons

## 1 Complete the sentences.

octagons rectangle pentagon  
quadrilaterals heptagon hexagons  
triangles square

- 1  This is a regular pentagon.
- 2  These are \_\_\_\_\_.
- 3  This is a \_\_\_\_\_.
- 4  These are \_\_\_\_\_.
- 5  This is an irregular \_\_\_\_\_.
- 6  These are irregular \_\_\_\_\_.
- 7  This is a \_\_\_\_\_.
- 8  These are \_\_\_\_\_.

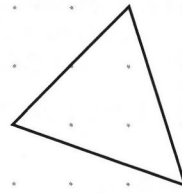
## 2 Look, count and match.



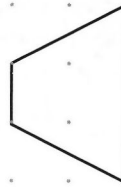
- |                   |                   |
|-------------------|-------------------|
| 1 There are four  | a quadrilaterals. |
| 2 There are two   | b pentagons.      |
| 3 There are five  | c triangles.      |
| 4 There are three | d hexagons.       |

## 3 Read and draw.

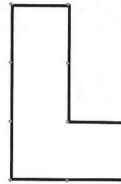
Draw three different triangles.



Draw three different quadrilaterals.



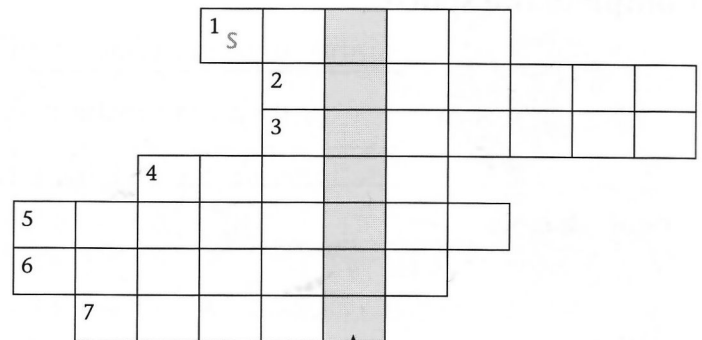
Draw two different hexagons.



## 4 Complete the crossword.

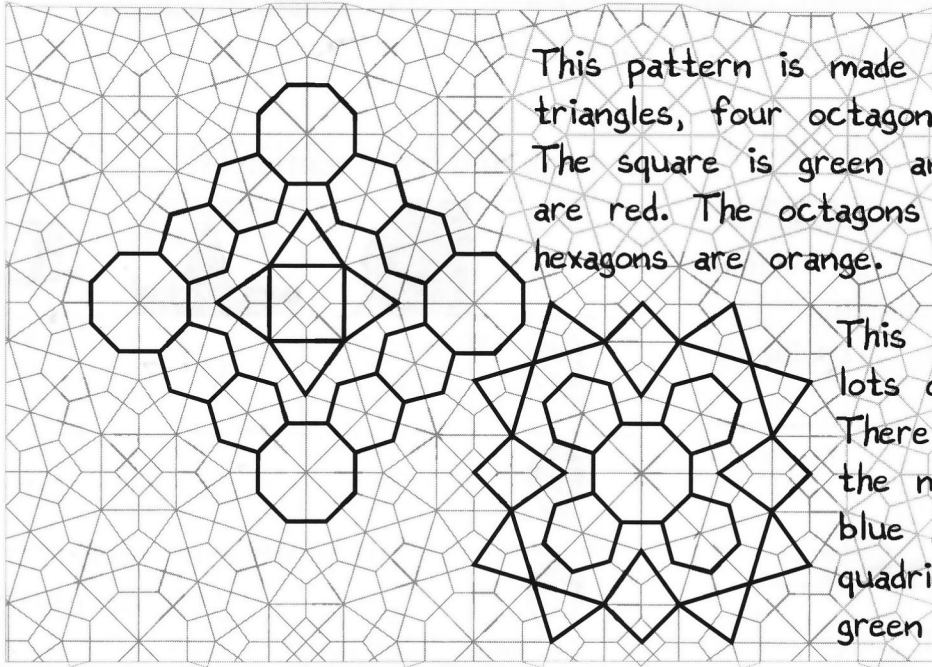
You can find the answers on CB page 66.

- 1 A triangle has got three \_\_\_\_.
- 2 A \_\_\_\_ polygon has got equal sides and equal angles.
- 3 An \_\_\_\_ has got eight sides.
- 4 A square has got four \_\_\_\_ sides.
- 5 All polygons have got \_\_\_\_ sides.
- 6 A \_\_\_\_ has got six sides.
- 7 A heptagon has got \_\_\_\_ sides.



What is the name for a shape with ten sides?

5 Read and colour.



This pattern is made of one square, four triangles, four octagons and eight hexagons. The square is green and the triangles are red. The octagons are yellow and the hexagons are orange.

This pattern is made of lots of different shapes. There is a red octagon in the middle. There are four blue hexagons, four yellow quadrilaterals, and eight green triangles.

6 Colour some patterns and write about them.



PMB pages 39 and 40

Self-evaluation

Look back at the unit. What can you do? Think and colour.

- I can remember the jobs words from CB page 61.
- I can talk about the job I want to do.
- ◆ I can use short answers.
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /i/ and /aɪ/.
- I can do a role play about jobs.
- I can write a simple letter.
- I can remember the words for polygons from CB page 66.
- Ⓓ I can talk about polygons in patterns.

Not at all	Very well













# 9

## At the adventure sports centre

### Vocabulary

#### 1 Number the pictures.

- 1 hiking 2 snowboarding 3 go-karting  
 4 mountain biking 5 horse riding 6 skiing  
 7 windsurfing 8 rock climbing  
 9 rollerblading 10 canoeing 11 sailing  
 12 ice skating

a  <input type="checkbox"/>	b  <input type="checkbox"/>	c  <input type="checkbox"/>
d  <input type="checkbox"/>	e  <input type="checkbox"/>	f  <input type="checkbox"/>
g  <input type="checkbox"/>	h  <input type="checkbox"/>	i  <input type="checkbox"/> 1
j  <input type="checkbox"/>	k  <input type="checkbox"/>	l  <input type="checkbox"/>

#### 2 Write the words.









Water sports:

Mountain sports:

Other sports:

#### 3 Look and write sentences.

			
	✓	✗	✓
	✗	✓	✓
	✓	✓	✗
	✗	✗	✗
	✗	✓	✓

-  They went snowboarding.
-  They didn't go rock climbing.
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_

# Vocabulary and speaking

I think rollerblading is more exciting than ice skating.

I think hiking is the cheapest sport.

I think skiing is the most expensive sport.

I think snowboarding is safer than skiing.

I think so too.

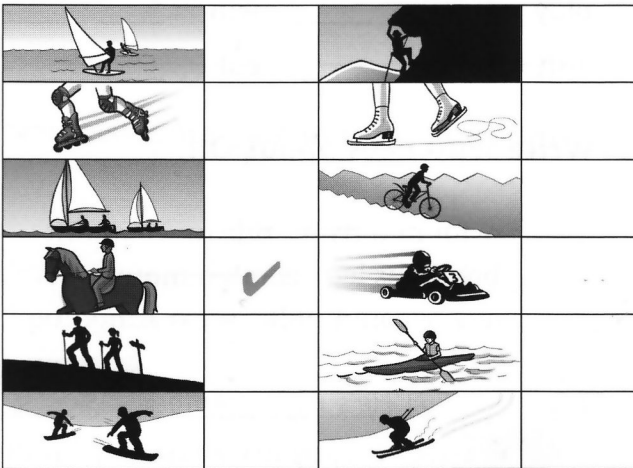
I don't think so.

## 1 Match the adjectives with their opposites.

difficult	exciting
boring	safe
expensive	easy
dangerous	cheap

Use a dictionary to check your answers.

## 2 Listen and tick the sports you hear. 3.14



## 3 Listen again and choose the correct words. 3.14

- She thinks mountain biking is **more exciting** than horse riding.  
**more expensive**
- He thinks hiking is **the safest** sport.  
**the cheapest**
- They think canoeing is **more exciting** than windsurfing.  
**easier**
- She thinks snowboarding is **the most dangerous** sport.  
**the most difficult**

## 4 Complete the table.

Adjective	Comparative	Superlative
cheap	cheaper	
easy		the easiest
		the safest
expensive	more expensive	
		the most boring
exciting		
	more difficult	
dangerous		

## 5 Listen and repeat. 3.15



What's the most dangerous sport?

What's the safest sport?

## 6 Talk about sports with your partner.

Use these adjectives: *difficult, boring, dangerous, easy, expensive, cheap, exciting, safe.*

What's the most dangerous sport?

I think it's canoeing.

I think so too.

What's the safest sport?

I think it's rollerblading.

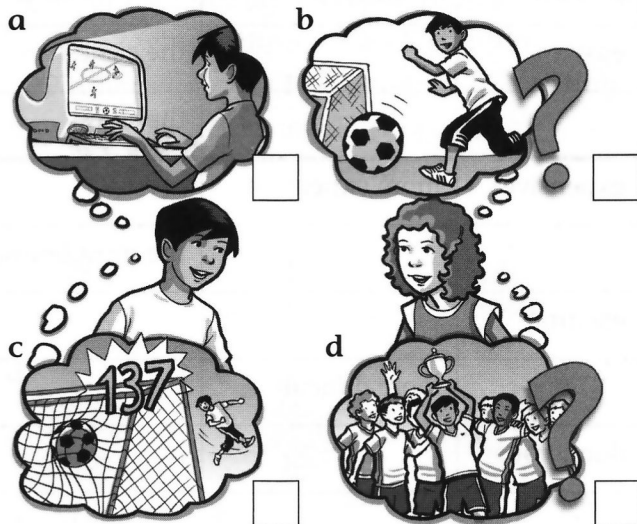
I don't think so. I think it's ice skating.

# Grammar

## The Present perfect

<b>Affirmative</b>	I've <b>played</b> basketball.	She's <b>eaten</b> octopus.
<b>Negative</b>	I've never <b>played</b> badminton.	She's never <b>eaten</b> snails.
<b>Questions</b>	Have you ever <b>played</b> volleyball?	<b>Has</b> she ever <b>eaten</b> duck?
<b>Short answers</b>	Yes, I <b>have</b> . No, I <b>haven't</b> .	Yes, she <b>has</b> . No, she <b>hasn't</b> .

### 1 Listen and number the pictures. 3.18



### 2 Make sentences. Then match to the pictures in Activity 1.

1 ever ? a match Have won you

Picture \_\_\_\_

2 goals I've 137 scored .

Picture \_\_\_\_

3 you Have played ? football ever

Picture \_\_\_\_

4 . kicked never I've a ball

Picture \_\_\_\_

### 3 Now listen and check. 3.18

### 4 Write the past participles. Circle the irregular past participles.

drunk visited eaten ~~ridden~~ won  
played seen broken swum climbed

climb climbed swim \_\_\_\_\_  
ride ridden drink \_\_\_\_\_  
see \_\_\_\_\_ break \_\_\_\_\_  
play \_\_\_\_\_ win \_\_\_\_\_  
visit \_\_\_\_\_ eat \_\_\_\_\_

### 5 Write sentences about Oli.

swim in a river ride an elephant  
break his leg ~~climb a mountain~~  
drink coconut milk see a kangaroo

1  He's never climbed  
a mountain.

2  \_\_\_\_\_

3  \_\_\_\_\_

4  \_\_\_\_\_

5  \_\_\_\_\_

6  \_\_\_\_\_

## Grammar

### 6 Write questions for the pictures in Activity 5.

- 1 Have you ever climbed a mountain?
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

### 8 Write true sentences about you.

Use past participles from Activity 4.

~~with a dolphin~~ ~~a camel~~ a castle snails  
a famous person my arm baseball a prize

- 1 I've never swum with a dolphin.
- 2 I've ridden a camel.
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

### 7 Now ask your partner the questions.



## Story

### 9 Read the story again. CB page 70 3.16


### 10 Match. Then cover the sentence endings and tell the story.


- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1 The children went to             | a climbing and canoeing.          |
| 2 They had to go horse riding,     | b the voice on the phone.         |
| 3 Rav didn't like                  | c a cup.                          |
| 4 Rav hurt his knee                | d when he was climbing.           |
| 5 They canoed along the river      | e to the finish line.             |
| 6 The woman at the finish line was | f the winners of the competition! |
| 7 The Incredible Team were         | g the adventure sports centre.    |
| 8 They won                         | h the horse riding.               |

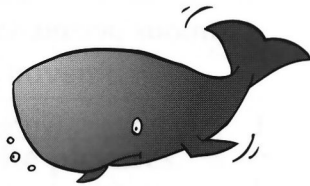
### 11 Complete the story playscript. PMB page 43



# Pronunciation and spelling

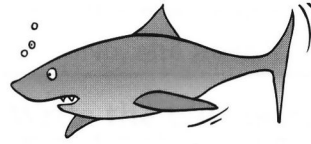
1 Listen and repeat.  3.19

2 Listen. Which sound do you hear? Hold up your left hand or your right hand.  3.20



whale

/eɪ/



/ɑː/

shark



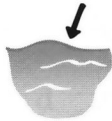
3 Write the words next to the correct picture.



play



glass



wave



market



mast



sail



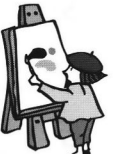
garden



stapler

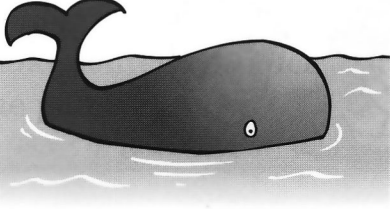


snail



artist

\_\_\_\_\_ play \_\_\_\_\_ /eɪ/

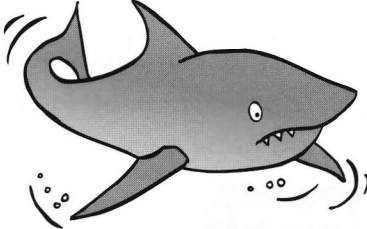


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/ɑː/ \_\_\_\_\_



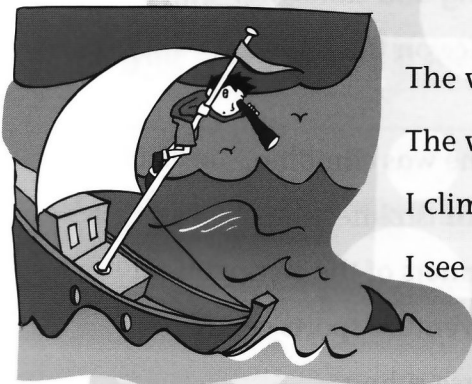
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

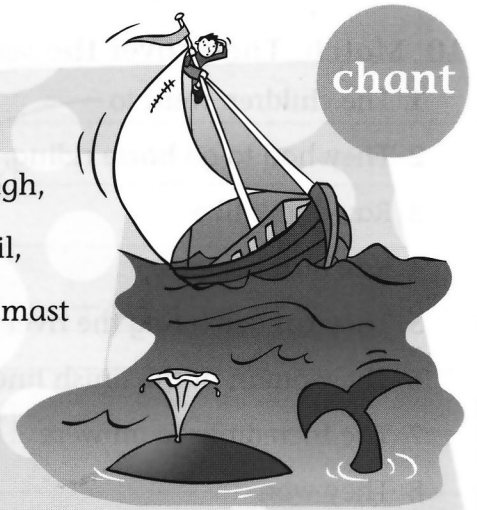
4 Listen and check. Then listen and repeat.  3.21

5 Listen to the chant. Then say.  3.22



The waves are grey,  
The waves are dark.  
I climb the mast,  
I see a shark!

The mast is high,  
I mend the sail,  
And from the mast  
I see a whale!



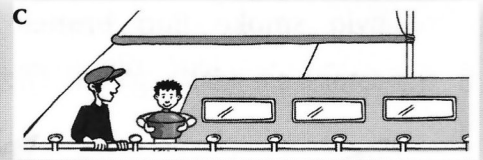
chant

**Tip**

We often spell the /ɑː/ sound with the letters **ar**.

# Writing

1 Read the diary and write the date under each picture.



Friday 21st June

Today is the first day of our boat trip. Pedro is our captain. We have to help him on the boat. I cooked the dinner! The kitchen is very small.

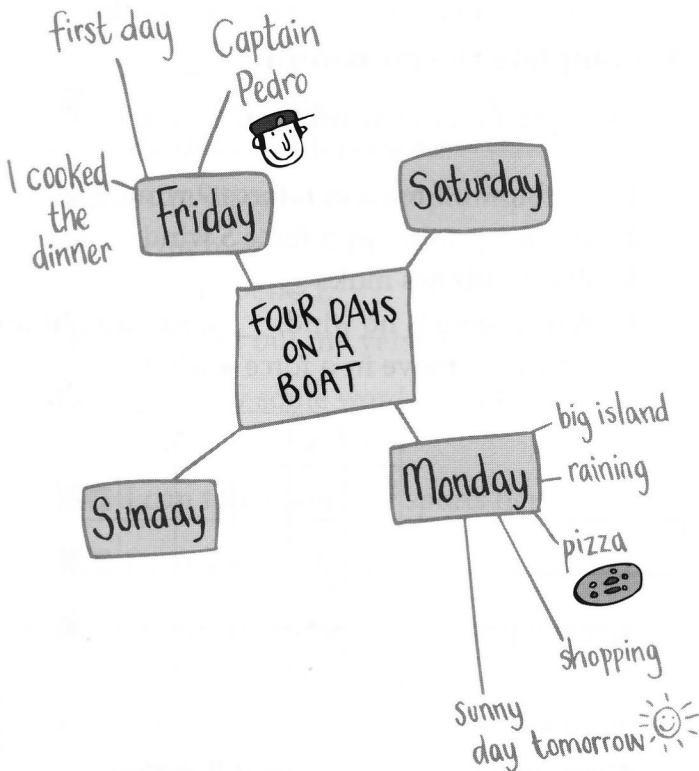
Saturday 22nd June

We saw some dolphins today. I jumped into the water and swam with them. The water was warm and the dolphins wanted to play with me. It was brilliant.

Sunday 23rd June

We stopped at an island today. There was a long beach with palm trees. I climbed a tree and got a coconut. We opened it and drank the milk. I've never drunk coconut milk before! It was a great day.

2 Circle the important words for Saturday and Sunday in the text. Then complete the concept map.



3 Use the concept map to complete the text about Monday.

Monday 24th June

It was <sup>1</sup> \_\_\_\_\_ today. We stopped at a <sup>2</sup> \_\_\_\_\_. We did some <sup>3</sup> \_\_\_\_\_ and then we had a <sup>4</sup> \_\_\_\_\_ in a restaurant. It was a bit boring. Pedro says it's going to be a <sup>5</sup> \_\_\_\_\_.  
Fingers crossed!

4 Imagine you are on holiday.

Write your diary.

- 1 Make a concept map for your trip or holiday.
- 2 Write your diary entries. Check them carefully.
- 3 Draw pictures for your diary. Copy your entries neatly.

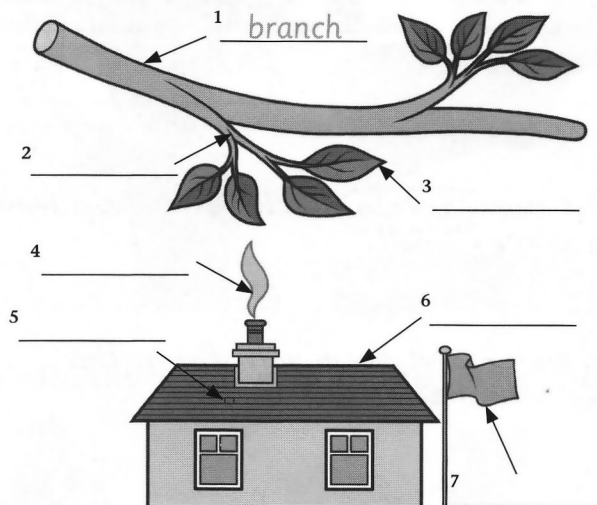


**Tip** Make sure you use the correct verb forms.

# The Beaufort scale

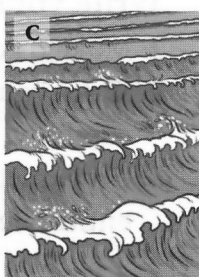
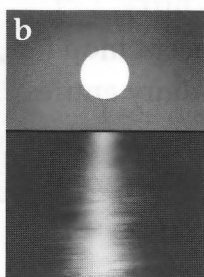
## 1 Write the words.

twig smoke flag ~~branch~~ roof  
leaf tile



## 2 Look, read and write the force numbers.

Force	Wind speed km/h	Description at sea
0	0	The sea is like a mirror. There is no wind.
6	40-50	There are big waves with 'white horses'. You can see some spray.
11	103-117	The waves are very high and they hide small boats. The sea is white.



Force \_\_\_\_\_ Force \_\_\_\_\_ Force \_\_\_\_\_

## 3 Guess the answers. Then listen and check. 3.28



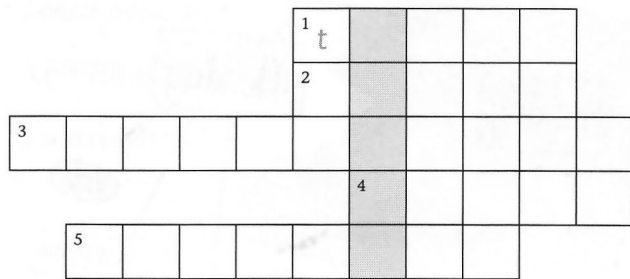
**The wind turbine at the Ecotech Centre, Norfolk**

- When was this wind turbine built?  
a 1989                      b 1999
- How many wind turbines has Britain got?  
a more than 1800      b more than 2800
- How many homes does it make electricity for in a year?  
a about 500                b about 1000
- How many cups of tea can you make with the electricity it produces in a year?  
a 1 million                b 170 million
- How many steps are there inside the tower?  
a 300                        b 500
- How many people have visited the wind turbine?  
a more than 50,000  
b more than 500,000

## 4 Complete the crossword.

You can find the answers on CB page 74.

- \_\_\_ blow off roofs in a force 9 wind.
- Small \_\_\_ move in a force 5 wind.
- Wind turbines make \_\_\_.
- When there is no wind, \_\_\_ goes straight up.
- Small \_\_\_ move in a force 4 wind.



What nationality was Francis Beaufort?

**5 Read. Write the days next to the pictures.**

Monday

It isn't very windy today. I can feel the wind on my face, but the leaves aren't moving. I think it's a force 1 wind.

Tuesday

It's quite windy today. There are some papers outside. They are blowing around in the wind. I think it's a force 4 wind.

Wednesday


It's very windy today. It's raining but I can't use my umbrella. I think it's a force 6 wind.

Thursday

It's quite windy today. The leaves and twigs are moving in the trees. The flags in front of my school are flying. I think it's a force 5 wind.



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

**6 Write a wind diary and draw pictures.** 

**Self-evaluation**

Look back at the unit. What can you do? Think and colour.

- I can remember the adventure sports words from CB page 69.
- I can discuss and compare sports.
- ◆ I can make sentences with the Present perfect.
- ▲ I can act out my version of the story.
- I can say some words with these sounds: /eɪ/ and /ɑ:/.
- I can talk about my sports hero.
- I can write a diary.
- I can remember the Beaufort scale words from CB page 74.
- ⦿ I can use the Beaufort scale to estimate the wind speed.

Not at all Very well




**Grammar**

- *going to*
- Questions and short answers
- The Present perfect (for talking about experiences)

**Vocabulary**

- Woodland animals
- Jobs
- Adventure sports

**1 Look and write sentences with *going to*.**

sit feed ~~make~~ have eat paint

the foxes a picnic the ice cream  
on the camera the wall ~~a video~~



- 1 Jim is going to make a video.
- 2 Jim and Jess are going to  
\_\_\_\_\_.
- 3 The deer \_\_\_\_\_  
\_\_\_\_\_.
- 4 Tony \_\_\_\_\_  
\_\_\_\_\_.
- 5 Two men \_\_\_\_\_  
\_\_\_\_\_.
- 6 The pigeons \_\_\_\_\_  
\_\_\_\_\_.

**2 Look and write. Then practise the dialogues.**

drinks and sandwiches paint my bedroom have a picnic paint and brushes

1

What have you got in your bag?

We've got some \_\_\_\_\_.

What are you going to do?

We're going to \_\_\_\_\_.

2

What have you got in your bag?

We've \_\_\_\_\_.

What \_\_\_\_\_?

We're \_\_\_\_\_.

**3 Write sentences.**

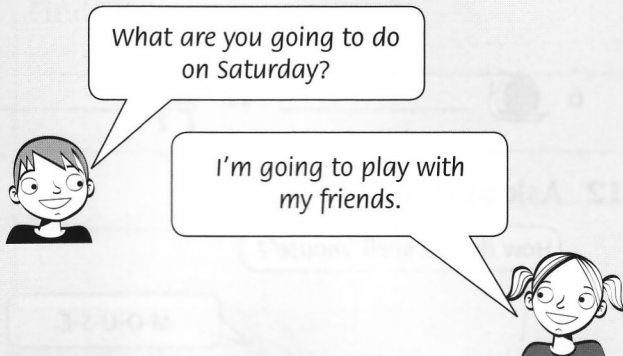
do my homework    read a book  
 watch a DVD    go to the beach  
 play with my friends    buy a magazine

tomorrow    after school    on Saturday  
 next week    in the summer    this evening

- 1 I'm going to do my homework after school.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



**4 Ask and answer. Use the time phrases from Activity 3.**



**5 Complete the dialogue.**

Do    am    ~~Were~~    do    did    wasn't  
~~Did~~    Are



Jess: <sup>1</sup> Did you like the film, Jim?  
 Jim: Yes, I <sup>2</sup> \_\_\_\_\_.  
 Jess: <sup>3</sup> Were you scared?  
 Jim: No, I <sup>4</sup> \_\_\_\_\_. The Giant Badger was funny.  
 Jess: <sup>5</sup> \_\_\_\_\_ you hungry, Jim?  
 Jim: Yes, I <sup>6</sup> \_\_\_\_\_. I'm starving.  
 Jess: <sup>7</sup> \_\_\_\_\_ you want some chips?  
 Jim: Yes, I <sup>8</sup> \_\_\_\_\_!

**6 Listen and check. 3.30**  
 Then practise the dialogue.

**7 Complete the verb table.**

Infinitive	Past form	Past participle
sleep	slept	slept
visit		visited
eat	ate	
ride	rode	
win		won
play	played	
break		broken
swim	swam	
climb		climbed

8 Look and complete the sentences.

Use past participles from Activity 7.

	X	✓
	✓	X
	X	X
	✓	✓
	✓	X

- (a lot of money) Jim and Jess have never won a lot of money.
- (badminton) Jess has played badminton.
- (Indian food) Jim \_\_\_\_\_
- (a mountain) Jess \_\_\_\_\_
- (in a tent) Jim and Jess \_\_\_\_\_
- (a donkey) Jim \_\_\_\_\_

9 Write questions about Jim and Jess.

- Has Jim ever \_\_\_\_\_
- Has \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

10 Now ask your partner the questions.

11 Find, circle and write.

f	c	k	b	a	h	c	m	i	d
b	a	p	a	t	m	o	u	s	e
n	t	e	d	e	f	r	b	q	e
h	e	d	g	e	h	o	g	u	r
j	r	l	e	m	<b>r</b>	<b>o</b>	<b>b</b>	<b>i</b>	<b>n</b>
t	p	s	r	d	e	d	s	r	l
p	i	g	e	o	n	a	h	r	c
i	l	n	h	u	w	h	l	e	f
s	l	a	o	s	n	a	i	l	o
l	a	b	e	k	v	w	t	a	x
c	r	m	p	g	n	k	o	i	j
f	b	l	a	c	k	b	i	r	d

- robin
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 


12 Ask and answer.



How do you spell 'mouse'?



M-O-U-S-E.



**13 Solve the riddle.**



mouse robin sailing ~~nine~~ deer caterpillar skiing artist fox twenty cook  
badger ~~postman~~ hiking mechanic hawk



My third letter is in  postman and in 9 nine.


My first letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.



My fourth letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

My eighth letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

My second letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

My fifth letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

My seventh letter is in  \_\_\_\_\_ and in 20 \_\_\_\_\_.

My sixth letter is in  \_\_\_\_\_ and in  \_\_\_\_\_.

What sport am I?    \_ \_ n \_ \_ \_ n \_ \_

**14 Look at the picture. Find, circle and write.**

Find 5 sports.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find 5 jobs.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**15 Now do the activities in the PMB.** PMB pages 46 and 47



# Grammar reference

## Unit 1 *There was / were ...*

Affirmative	There	was	a comic. an atlas.
		were	some comics. four atlases.
Negative		wasn't	a table. a chair.
		weren't	any tables. any chairs.
Questions	Was	there	an elephant? a giraffe?
	Were		any elephants? any giraffes?

## Unit 2 *could and couldn't*

Affirmative	They	could	run. walk. swim. read.
Negative		couldn't	
Questions	Could	they	run? walk? swim? read?

Note:

*Could* and *couldn't* don't change. Use *could* and *couldn't* with all the subjects: *I, you, he, she, it, we, they*.

## Unit 3 *The Past simple*

Affirmative	He	climbed	the tree.	
		ate	a sandwich.	
Negative	He	didn't climb	the ladder.	
		didn't eat	an ice cream.	
Questions	Did	he	climb	the rope?
			eat	an apple?

Note:

Use the same verb form for all the subjects: *I, you, he, she, it, we, they*.

## Unit 4 *Past simple questions with question words*

What	did	you	have for dinner? do yesterday?
Where			go to school? buy his T-shirt?
When			finish the book? see the film?

Notes:

*Did* doesn't change. Use *did* with all the subjects: *I, you, he, she, it, we, they*.

Use this structure with other question words too. For example: *Who ...? What time ...? Why ...?*

## Unit 5 The Past continuous

<b>Affirmative</b>	I She*	was	<b>playing</b> baseball. <b>watching</b> television.
	You We They	were	
<b>Negative</b>	I She*	wasn't	
	You We They	weren't	
<b>Questions</b>	Was	I she*	<b>reading</b> a book? <b>sleeping</b> ?
	Were	you we they	
What	was	I she*	<b>doing</b> ? <b>looking at</b> ?
	were	you we they	

Note:

\* *He* and *it* always use the same form of the verb as *she*.

## Unit 6 *much, many, enough*

<b>Countable nouns</b>				
<b>Affirmative</b>	I've got There are	too many	apples. chairs. paper clips.	
		enough		
<b>Negative</b>	He hasn't got There aren't	enough		
<b>Questions</b>		How many	apples chairs paper clips	<b>are there?</b> <b>have we got?</b> <b>does she need?</b>
<b>Uncountable nouns</b>				
<b>Affirmative</b>	She's got There's	too much	sugar. glue. paper.	
		enough		
<b>Negative</b>	We haven't got There isn't	enough		
<b>Questions</b>		How much	sugar glue paper	<b>is there?</b> <b>has she got?</b> <b>do you need?</b>

## Unit 7 going to

Affirmative	I	am	going to	go to the park. watch television. answer the question. eat a sandwich.
	You We They	are		
	She*	is		
Negative	I	am not		
	You We They	aren't		
	She*	isn't		
Questions	Are	you we they	going to	go to the park? watch television? answer the question? eat a sandwich?
	Is	she*		
What	are	you we they	going to	do tomorrow? have for breakfast?
	is	she*		
Where	are	you we they	going to	go? go on Saturday? play football?
	is	she*		

Note:  
\* *He* and *it* always use the same form of the verb as *she*.

## Unit 8 Questions and short answers

Do	you	like horses?	Yes, I <b>do</b> .	No, I <b>don't</b> .
Does	he	play football on Saturdays?	Yes, he <b>does</b> .	No, he <b>doesn't</b> .
Are	they	happy?	Yes, they <b>are</b> .	No, they <b>aren't</b> .
Is	she	a secretary?	Yes, she <b>is</b> .	No, she <b>isn't</b> .
Have	we	got any drawing pins?	Yes, we <b>have</b> .	No, we <b>haven't</b> .
Has	she	got brown hair?	Yes, she <b>has</b> .	No, she <b>hasn't</b> .
Can	you	swim?	Yes, I <b>can</b> .	No, I <b>can't</b> .
Did	he	go to school yesterday?	Yes, he <b>did</b> .	No, he <b>didn't</b> .
Was	she	sad?	Yes, she <b>was</b> .	No, she <b>wasn't</b> .
Were	they	in the park at six o'clock?	Yes, they <b>were</b> .	No, they <b>weren't</b> .
Was	there	a library in 1960?	Yes, there <b>was</b> .	No, there <b>wasn't</b> .
Were	there	any children in the park?	Yes, there <b>were</b> .	No, there <b>weren't</b> .
Could	he	swim when he was five?	Yes, he <b>could</b> .	No, he <b>couldn't</b> .

## Unit 9 The Present perfect

<b>Affirmative</b>	I You We They	<b>have</b>		tried snowboarding. eaten snails. played hockey.
	She*	<b>has</b>		
<b>Negative</b>	I You We They	<b>have</b>	never	
	She*	<b>has</b>		
<b>Questions</b>	<b>Have</b>	you we they	ever	tried sailing? eaten duck? played baseball?
	<b>Has</b>	she*		

Note:

\* *He* and *it* always use the same form of the verb as *she*.

## Irregular verbs

### Infinitive

buy /baɪ/  
 catch /kætʃ/  
 cut /kʌt/  
 feed /fi:d/  
 feel /fi:l/  
 fight /faɪt/  
 find /faɪnd/  
 get /get/  
 have /hæv/  
 hear /hɪə(r)/  
 hit /hɪt/  
 hold /həʊld/  
 leave /li:v/  
 lose /lu:z/  
 make /meɪk/  
 mean /mi:n/  
 meet /mi:t/  
 pay /peɪ/  
 put /pʊt/  
 read /ri:d/  
 say /seɪ/  
 send /send/  
 sit /sɪt/  
 sleep /sli:p/  
 stand /stænd/  
 stick /stɪk/  
 tell /tel/  
 think /θɪŋk/  
 win /wɪn/

### Past form and past participle

bought /bɔ:t/  
 caught /kɔ:t/  
 cut /kʌt/  
 fed /fed/  
 felt /felt/  
 fought /fɔ:t/  
 found /faʊnd/  
 got /gɒt/  
 had /həd/  
 heard /hɜ:d/  
 hit /hɪt/  
 held /held/  
 left /left/  
 lost /lɒst/  
 made /meɪd/  
 meant /ment/  
 met /met/  
 paid /peɪd/  
 put /pʊt/  
 read /red/  
 said /sed/  
 sent /sent/  
 sat /sæt/  
 slept /slept/  
 stood /stʊd/  
 stuck /stʌk/  
 told /təʊld/  
 thought /θɔ:t/  
 won /wɒn/

### Infinitive

be (am/is/are) /bi:/  
 blow /bləʊ/  
 break /breɪk/  
 choose /tʃu:z/  
 come /kʌm/  
 do /du:/  
 draw /drɔ:/  
 drink /drɪŋk/  
 eat /i:t/  
 fall /fɔ:l/  
 fly /flaɪ/  
 forget /fə'get/  
 give /gɪv/  
 go /gəʊ/  
 grow /grəʊ/  
 hide /haɪd/  
 know /nəʊ/  
 learn /lɜ:n/  
 ride /raɪd/  
 run /rʌn/  
 see /si:/  
 shake /ʃeɪk/  
 show /ʃəʊ/  
 sing /sɪŋ/  
 steal /sti:l/  
 swim /swɪm/  
 take /teɪk/  
 wear /weə(r)/  
 write /raɪt/

### Past form

was/were /wɒz, wɜ:/  
 blew /blu:/  
 broke /brəʊk/  
 chose /tʃəʊz/  
 came /keɪm/  
 did /dɪd/  
 drew /dru:/  
 drank /dræŋk/  
 ate /et/  
 fell /fel/  
 flew /flu:/  
 forgot /fə'gɒt/  
 gave /geɪv/  
 went /went/  
 grew /gru:/  
 hid /hɪd/  
 knew /nju:/  
 learned /lɜ:nd/  
 rode /rəʊd/  
 ran /ræn/  
 saw /sɔ:/  
 shook /ʃʊk/  
 showed /ʃəʊd/  
 sang /sæŋ/  
 stole /stəʊl/  
 swam /swæm/  
 took /tu:k/  
 wore /wɔ:(r)/  
 wrote /rəʊt/

### Past participle

been /bi:n/  
 blown /bləʊn/  
 broken /brəʊkən/  
 chosen /tʃəʊzən/  
 come /kʌm/  
 done /dʌn/  
 drawn /drɔ:n/  
 drunk /drʌŋk/  
 eaten /i:tən/  
 fallen /fɔ:lən/  
 flown /fləʊn/  
 forgotten /fə'gɒtn/  
 given /'gɪvən/  
 gone /gɒn/  
 grown /grəʊn/  
 hidden /'hɪdn/  
 known /nəʊn/  
 learnt /lɜ:nt/  
 ridden /'rɪdn/  
 run /rʌn/  
 seen /si:n/  
 shaken /'ʃeɪkən/  
 shown /ʃəʊn/  
 sung /sʌŋ/  
 stolen /'stəʊlən/  
 swum /swʌm/  
 taken /teɪkən/  
 worn /wɔ:n/  
 written /'rɪtn/

# How to ...

How to make suggestions	<p><b>Shall we look in the atlas?</b>  <b>Let's check in a dictionary.</b></p>	<p><b>OK.</b>  <b>Good idea.</b></p>
How to talk about words	<p><b>How do you say ___ in English?</b>  <b>How do you spell ___?</b>  <b>What does ___ mean?</b></p>	
How to describe objects	<p><b>What's it like?</b>  <b>How old is it?</b>  <b>Where's it from?</b>  <b>What's it made of?</b></p>	<p><b>It's big and round.</b>  <b>It's 50 years old.</b>  <b>It's from China.</b>  <b>It's made of pottery.</b></p>
How to ask for and give directions	<p><b>Excuse me. Where's the castle, please?</b></p>	<p><b>Turn left.</b>  <b>Turn right.</b>  <b>Go straight ahead.</b>  <b>Take the second left.</b>  <b>It's on the right.</b></p>
How to ask for things politely	<p><b>Can you pass me the tape, please?</b>  <b>Can I have some card, please?</b>  <b>Can I borrow a stapler, please?</b></p>	<p><b>Yes. Here you are.</b>  <b>Sorry, I haven't got any.</b>  <b>Sorry, I haven't got one.</b>  <b>Sorry, I'm using it.</b></p>
How to talk about obligation	<p><b>I have to make my bed.</b>  <b>We don't have to clean the windows.</b>  <b>He has to do the washing up.</b>  <b>She doesn't have to tidy the living room.</b>  <b>Do you have to clean the windows?</b>  <b>Does he have to wash the car?</b></p>	<p><b>Yes, I do.      No, I don't.</b>  <b>Yes, he does.      No, he doesn't.</b></p>
How to order food in a restaurant	<p><b>What would you like?</b>  <b>Would you like a dessert?</b>  <b>What would you like to drink?</b>  <b>Anything else?</b></p>	<p><b>I'd like tomato soup, please.</b>    <b>Can I have some juice, please?</b></p>
How to describe animals	<p><b>It's a mammal.</b>  <b>It's black and white.</b>  <b>It's got four legs.</b></p>	<p><b>It eats worms and roots.</b>  <b>It lives in gardens and woods.</b></p>
How to talk about the job you want to do	<p><b>What do you want to be when you grow up?</b>  <b>Why?</b></p>	<p><b>I want to be a doctor.</b>    <b>Because I like biology.</b>  <b>Because I want to work with people.</b></p>
How to discuss and compare sports	<p><b>I think rollerblading is more exciting than ice skating.</b>  <b>I think snowboarding is safer than skiing.</b>  <b>I think skiing is the most expensive sport.</b>  <b>I think hiking is the cheapest sport.</b></p>	<p><b>I think so too.</b>  <b>I don't think so.</b></p>

# Wordlist

This wordlist contains the main language that pupils will see in the Class Book for each unit. Some language from the Activity Book is also included. Core language items are in bold. Other language (e.g. from stories and texts) are non-bold.

Note that this list doesn't include irregular verbs that are listed on page 91.

## Starter Unit

answer (n)(v) /'ɑ:nsə(r)/  
Art /ɑ:t/  
certificate /sə'tɪfɪkət/  
competition /kəmpe'tɪʃn/  
enter (a competition) /'entə(r)/  
explore /ɪk'splɔ:(r)/  
Geography /dʒɪ'ɒgrəfi/  
good at ... /'gʊd ət/  
Gym /dʒɪm/  
History /'hɪstəri/  
internet /'ɪntənət/  
listen to (v) /'lɪsn tu/  
Maths /mæθs/  
Music /'mju:zɪk/  
Never mind. /'nevə maɪnd/  
race (n) /reɪs/  
Science /'saɪəns/  
skateboarding /'sketbɔ:dɪŋ/  
Stop her! /'stɒp hɜ:(r)/  
surname /'sɜ:nem/  
take part (in) /teɪk 'pɑ:t/  
team /ti:m/  
text message /'tekst mesɪdʒ/  
Too late. /tu: 'leɪt/

## Unit 1

atlas /'ætləs/  
author /'ɔ:θə(r)/  
bad-tempered /bæd'tempəd/  
book review /'bʊk revju:/  
brilliant /'brɪliənt/  
calendar /'kælɪndə(r)/  
capital letters /'kæpɪl 'letəz/  
carry /'kæri/  
cartoon /kɑ:'tu:n/  
character /'kærɪktə(r)/  
clever /'klevə(r)/  
colours /'kɒləz/  
comic /'kɒmɪk/  
concept map /'kɒnsept mæp/  
crash (computer) (v) /kræʃ/  
crook /krʊk/  
dictionary /'dɪkʃnəri/  
dress /dres/  
encyclopedia /ɪnsaɪkləʊ'pi:diə/  
equator /ɪ'kwetə(r)/  
find out /faɪnd 'aʊt/  
help (v) /help/  
holiday /'hɒlədeɪ/  
idea /aɪ'diə/  
interview /'ɪntəvju:/  
island /'aɪlənd/

leaflet /'li:flət/  
Let's ... /lets/  
librarian /laɪ'breəriən/  
library /'laɪbrəri/  
look at /'lʊk ət/  
love (v) /lʌv/  
**magazine** /mægə'zi:n/  
mouse (computer) /maʊs/  
need (v) /ni:d/  
**newspaper** /'nju:spetə(r)/  
**History** /'hɪstəri/  
**notice** /'nɒtɪs/  
**pictures** /'pɪktʃəz/  
place mat /'pleɪs mæt/  
**poster** /'pəʊstə(r)/  
remember /rɪ'membə(r)/  
shelf /ʃelf/  
**small letters** /'smɔ:l letəz/  
spy /spai/  
strange /streɪndʒ/  
**thick lines** /θɪk 'laɪnz/  
**thin lines** /θɪn 'laɪnz/  
think of /'θɪŋk əv/  
title /'taɪtl/  
use (v) /ju:z/  
**website** /'websaɪt/  
work (v) /wɜ:k/

## Unit 2

article /'ɑ:ɪkl/  
between /bi'twi:n/  
**bison** /'baɪsn/  
bones /bəʊnz/  
**bottle** /'bɒtl/  
**bowl** /bəʊl/  
brush /brʌʃ/  
**bull** /bʊl/  
cave /keɪv/  
cinema /'sɪnəmə/  
climb (v) /klaɪm/  
**cup** /kʌp/  
**deer** /diə(r)/  
different /'dɪfrənt/  
dig (n) (v) /dɪg/  
dinosaur /'daɪnəsɔ:(r)/  
discover /dɪs'kʌvə(r)/  
fast /fɑ:st/  
feathers /'feðəz/  
**fork** /fɔ:k/  
fossil /'fɒsl/  
**glass** /glɑ:s/  
**goat** /gəʊt/  
handprint /'hændprɪnt/  
heavy /'hevi/

horse /hɔ:s/  
I'm starving! /aɪm 'stɑ:vɪŋ/  
**jug** /dʒʌg/  
**knife** /naɪf/  
lamp /læmp/  
**mammoth** /'mæməθ/  
metre /'mi:tə(r)/  
mix (v) /mɪks/  
**mug** /mʌg/  
next to /'nekst tu/  
painting (n) /'peɪntɪŋ/  
**plate** /pleɪt/  
play (a trick) /pleɪ/  
pound (£) /paʊnd/  
**rhino** /'raɪnəʊ/  
rocks /rɒks/  
**saucer** /'sə:sə(r)/  
skeleton /'skelətən/  
**spoon** /spu:n/  
stay /steɪ/  
sticks /stɪks/  
strong /strɒŋ/  
tell the time /tel ðə 'taɪm/  
ticket /'tɪkɪt/  
**vase** /vɑ:z/  
want (v) /wɒnt/  
weigh /weɪ/

## Unit 3

add /æd/  
(suit of) armour /'ɑ:mə(r)/  
arrow /'ærəʊ/  
bank /bæŋk/  
bow /bəʊ/  
**castle** /'kɑ:sl/  
**chemist** /'kemɪst/  
**church** /tʃɜ:tʃ/  
(grandfather) clock /klɒk/  
count (v) /kaʊnt/  
diamond /'daɪəmənd/  
**equals** /'i:kwəlz/  
falconer /'fɒlkənə(r)/  
fight /faɪt/  
footprint /'fʊtprɪnt/  
**hospital** /'hɒspɪtl/  
**hotel** /həʊ'tel/  
**hundred** /'hʌndrəd/  
kid /kɪd/  
king /kɪŋ/  
knight /naɪt/  
lost /lɒst/  
map /mæp/  
**market** /'mɑ:kɪt/

**minus** /'mɪnəs/  
**moat** /məʊt/  
**museum** /'mju:ziəm/  
**notebook** /'nəʊtbʊk/  
**pencil** /'pensl/  
**plus** /plʌs/  
**police station** /pə'li:s steɪʃn/  
**queen** /kwi:n/  
**restaurant** /'restrɒnt/  
**rubber** /'rʌbə(r)/  
**shop** /ʃɒp/  
**sign** /saɪn/  
**subtract** /səb'trækt/  
**supermarket** /'su:pə:mɑ:kɪt/  
**symbol** /'sɪmbəl/  
**taxi rank** /'tæksi ræŋk/  
**theatre** /'θiətə(r)/  
**thief** /θi:f/  
**thousand** /'θaʊznd/  
**tournament** /'tɔ:nəmənt/  
**tower** /'taʊə(r)/  
**try on** /traɪ 'ɒn/  
**window** /'wɪndəʊ/  
**zero** /'ziərəʊ/

#### Unit 4

**arrive** /ə'raɪv/  
**balance (v)** /'bæləns/  
**ballpoint pen** /bɔ:l'pɔɪnt 'pen/  
**Better luck next time!** /betə lʌk 'nekst taim/  
**camera** /'kæmərə/  
**car** /kɑ:(r)/  
**card** /kɑ:d/  
**colour (v)** /'kʌlə(r)/  
**copy (v)** /'kɒpi/  
**cut (out)** /kʌt/  
**difficult** /'dɪfɪkəlt/  
**Don't be silly!** /dəʊnt bi 'sɪli/  
**dotted line** /dɒtɪd 'laɪn/  
**drawing pins** /'drɔ:ɪŋ pɪnz/  
**drop** /drɒp/  
**end (n)** /end/  
**fold (v)** /fəʊld/  
**follow** /'fɒləʊ/  
**fridge** /frɪdʒ/  
**future** /'fju:tʃə(r)/  
**glue** /glu:/  
**hold (v)** /həʊld/  
**instructions** /ɪn'strʌkʃnz/  
**interesting** /'ɪntrəstɪŋ/  
**invent** /ɪn'vent/  
**invention** /ɪn'venʃn/  
**inventor** /ɪn'ventə(r)/  
**It doesn't matter.** /ɪt dʌznt 'mætə(r)/  
**It looks like ...** /ɪt 'lʊks laɪk/  
**It's called ...** /ɪts 'kɔ:ld/  
**jeans** /dʒi:nz/  
**light bulb** /'laɪt bʌlb/  
**microwave oven** /maɪkrəʊweɪv 'ʌvən/  
**mirror** /'mɪrə(r)/  
**mobile phone** /məʊbaɪl 'fəʊn/  
**modelling clay** /'mɒdlɪŋ kleɪ/  
**paint** /peɪnt/  
**paintbrush** /'peɪntbrʌʃ/  
**paper clips** /'peɪpə kli:ps/  
**past (n)** /pɑ:st/  
**periscope** /'perɪskəʊp/

**radio** /'reɪdiəʊ/  
**solid line** /sɒlɪd 'laɪn/  
**spinner** /'spɪnə(r)/  
**stapler** /'steɪplə(r)/  
**straws** /strɔ:z/  
**string** /strɪŋ/  
**stuck (adj)** /stʌk/  
**tape** /teɪp/  
**teabag** /'ti:bæg/  
**time machine** /'taɪm məʃi:n/  
**timeline** /'taɪmlaɪn/  
**travel** /'trævl/  
**traveller** /'trævlə(r)/  
**Well spotted.** /wel 'spɒtɪd/  
**wire** /'waɪə(r)/  
**You're kidding!** /jɔ: 'kɪdɪŋ/  
**zip** /zɪp/

#### Unit 5

**alibi** /'æləbaɪ/  
**bee** /bi:/  
**brain** /breɪn/  
**broom** /bru:m/  
**clarinet** /klærɪ'net/  
**clean the windows** /kli:n ðə 'wɪndəʊz/  
**cook (v)** /kʊk/  
**dance (v)** /dɑ:ns/  
**disappear** /dɪsə'piə(r)/  
**do the washing** /du: ðə 'wɒʃɪŋ/  
**do the washing up** /du: ðə wɒʃɪŋ 'ʌp/  
**drums** /drʌmz/  
**electronic keyboard** /ɪlek'trɒnɪk 'ki:bɔ:d/  
**flute** /flu:t/  
**(have) fun** /fʌn/  
**guitar** /gr'ta:(r)/  
**heart** /hɑ:t/  
**last night** /lɑ:st 'naɪt/  
**look for** /'lʊk fɔ:(r)/  
**make the bed** /meɪk ðə 'bed/  
**make the dinner** /meɪk ðə 'dɪnə(r)/  
**maraca** /mə'rækə/  
**musical instrument** /mju:zɪkl 'ɪnstrəmənt/  
**organ** /'ɔ:gən/  
**percussion** /pə'kʌʃn/  
**piano** /pi'ænoʊ/  
**play (at theatre) (n)** /pleɪ/  
**playground** /'pleɪgraʊnd/  
**pluck (strings)** /plʌk/  
**put out the rubbish** /pʊt aʊt ðə 'rʌbɪʃ/  
**recorder** /rɪ'kɔ:də(r)/  
**signal** /'sɪgnəl/  
**tambourine** /tæmbə'reɪn/  
**theatre programme** /'θiətə prəʊgræm/  
**tidy the living room** /taɪdi ðə 'lɪvɪŋ ru:m/  
**trumpet** /'trʌmpɪt/  
**vacuum the carpet** /vækju:m ðə 'kɑ:pɪt/  
**violin** /vaɪə'laɪn/  
**water the plants** /wɔ:tə ðə 'plɑ:nts/  
**wave (goodbye) (v)** /weɪv/  
**witch** /wɪtʃ/  
**wizard** /'wɪzəd/  
**xylophone** /'zaɪləfəʊn/  
**You're wrong.** /jɔ: 'rɒŋ/

#### Unit 6

**apple pie** /æpl 'paɪ/  
**baked potato** /beɪkt pə'teɪtəʊ/  
**banana milkshake** /bənɑ:nə 'mɪlkʃeɪk/

**beans** /bi:nz/  
**birthday party** /'bɜ:θdeɪ pɑ:ti/  
**broccoli** /'brɒkəli/  
**butter** /'bʌtə(r)/  
**calcium** /'kælsɪəm/  
**candle** /'kændl/  
**carbohydrate** /kɑ:bə'hɑɪdrət/  
**carrots** /'kærəts/  
**chips** /tʃɪps/  
**(chocolate) mousse** /mu:s/  
**decorations** /dekə'reɪʃnz/  
**dough** /dəʊ/  
**everyone** /'evriwʌn/  
**fat (n)** /fæt/  
**fibre** /'faɪbə(r)/  
**flour** /'flaʊə(r)/  
**fruit** /fru:t/  
**hard-boiled eggs** /hɑ:d bɔɪld 'egz/  
**in the middle** /ɪn ðə 'mɪdl/  
**ingredients** /ɪn'grɪ:diənts/  
**lamb stew** /læm 'stju:/  
**lemonade** /lemə'neɪd/  
**lemons** /'lemənz/  
**mashed potato** /mæʃt pə'teɪtəʊ/  
**meal** /mi:l/  
**meat** /mi:t/  
**move (v)** /mu:v/  
**nuts** /nʌts/  
**oil** /ɔɪl/  
**onions** /'ʌnʃənz/  
**oven** /'ʌvən/  
**people** /'pi:pl/  
**pizza(s)** /'pi:təz/  
**protein** /'prəʊti:n/  
**recipe** /'resəpi/  
**reporter** /rɪ'pɔ:tə(r)/  
**rice** /raɪs/  
**roast beef** /rəʊst 'bi:f/  
**salad** /sæləd/  
**salt** /sɔ:lt/  
**samosas** /sə'məʊsəz/  
**sausages** /'sɔ:sɪdʒɪz/  
**space** /speɪs/  
**spinach** /'spɪnɪʃ/  
**starch** /stɑ:tʃ/  
**(strawberry) ice cream** /'aɪs kri:m/  
**street party** /'stri:t pɑ:ti/  
**street** /stri:t/  
**sugar** /'ʃʊgə(r)/  
**sweets** /swi:ts/  
**(tomato) soup** /su:p/  
**vegetables** /'vedʒtəblz/  
**vitamins** /'vɪtəmi:nz/  
**water (n)** /'wɔ:tə(r)/  
**We've finished!** /wi:v 'fɪnɪʃt/  
**wonderful** /'wʌndəfl/  
**world-famous** /wɜ:ld feɪməs/  
**yesterday** /'jestədeɪ/  
**yoghurt** /'jɒgət/

#### Unit 7

**adopt** /ə'dɒpt/  
**advert** /'ædvɜ:t/  
**animal rescue centre** /æniməl 'reskju: sentə(r)/  
**anything** /'eniθɪŋ/  
**badger** /'bædʒə(r)/  
**band (music)** /bænd/

**binoculars** /brɪ'nɒkjələz/  
**blackbird** /'blækbrɜːd/  
**carnivore** /'kɑːnɪvɔː(r)/  
**caterpillar** /'kætəpɪlə(r)/  
**consumer** /kən'sjuːmə(r)/  
**crash** (v) /kræʃ/  
**creepy** /'kriːpi/  
**decomposer** /di:kəm'pəʊzə(r)/  
**donation** /dəʊ'neɪʃn/  
**energy** /'enədʒi/  
**food chain** /'fuːd tʃeɪn/  
**food web** /'fuːd web/  
**fox** /fɒks/  
**genius** /'dʒiːniəs/  
**habitat** /'hæbɪtæt/  
**hawk** /hɔːk/  
**hedgehog** /'hedʒhɒg/  
**herbivore** /'hɜːbɪvɔː(r)/  
**It's hurt.** /ɪts 'hɜːt/  
**leaves** /liːvz/  
**message** /'mesɪdʒ/  
**mouse (animal)** /maʊs/  
**omnivore** /'ɒmnɪvɔːz/  
**orphan** /'ɔːfən/  
**perhaps** /pə'hæps/  
**pigeon** /'pɪdʒɪn/  
**Poor thing.** /pɔː 'θɪŋ/  
**postcard** /'pəʊstkɑːd/  
**producer** /prə'djuːsə(r)/  
**rabbit** /'ræbɪt/  
**robin** /'rɒbɪn/  
**roots** /ruːts/  
**seeds** /siːdz/  
**snail** /sneɪl/  
**squirrel** /'skwɪrəl/  
**stems** /stemz/  
**survive** /sə'vaɪv/  
**take a photo** /teɪk ə 'fəʊtəʊ/  
**tonight** /tə'naɪt/  
**vet** /vet/  
**wood** /wʊd/  
**worm** /wɜːm/

## Unit 8

**abseiling** /'æbsaɪlɪŋ/  
**angle** /'æŋɡl/  
**anywhere** /'eniweə(r)/  
**artist** /'ɑːtɪst/  
**beaver** /'biːvə(r)/  
**builder** /'bɪldə(r)/  
**bus driver** /'bʌs draɪvə(r)/  
**campsite** /'kæmpsaɪt/  
**cleaner** /'kliːnə(r)/  
**cook (n)** /kʊk/  
**documentary** /dɒkjə'mentri/  
**exciting** /ɪk'saɪtɪŋ/  
**fire engine** /'faɪə(r) endʒɪn/  
**fire station** /'faɪə steɪʃn/  
**firefighter** /'faɪəfaɪtə(r)/  
**heptagon** /'heptəɡən/  
**hexagon** /'heksəɡən/  
**important** /ɪm'pɔːtənt/  
**irregular** /ɪ'reɡjələ(r)/  
**jacket** /'dʒækɪt/  
**job** /dʒɒb/  
**kind (adj)** /kaɪnd/  
**letter** /'letə(r)/  
**look after** /lʊk 'ɑːftə(r)/

**mechanic** /mə'kænɪk/  
**octagon** /'ɒktəɡən/  
**pattern** /'pætən/  
**pentagon** /'pentəɡən/  
**police officer** /pə'liːs ɒfɪsə(r)/  
**postman** /'pəʊstmən/  
**quadrilateral** /kwɒdrɪ'lætərəl/  
**quiz** /kwɪz/  
**rectangle** /'rektæŋɡl/  
**regular** /'regjələ(r)/  
**secretary** /'sekrətəri/  
**shirt** /ʃɜːt/  
**shop assistant** /'ʃɒp əsɪstənt/  
**side (of shape)** /saɪd/  
**square** /skweə(r)/  
**triangle** /'traɪæŋɡl/  
**trousers** /'traʊzəz/  
**T-shirt** /'tiː ʃɜːt/  
**TV programme** /tiː 'viː prəʊɡræm/  
**unequal** /ʌn'iːkwəl/  
**uniform** /'juːnɪfɔːm/  
**waitress** /'weɪtrəs/  
**What do you mean?** /wɒt du ju 'miːn/  
**yard** /jɑːd/

## Unit 9

**adventure sports centre** /ədventʃə 'spɔːts sentə(r)/  
**Beaufort scale** /'bæʊfɔːt skeɪl/  
**branch** /brɑːntʃ/  
**canoeing** /kə'nuːɪŋ/  
**crowd** /kraʊd/  
**dangerous** /'deɪndʒərəs/  
**diary** /'daɪəri/  
**easy** /'iːzi/  
**finish line** /'fɪnɪʃ laɪn/  
**freezing (adj)** /'friːzɪŋ/  
**giant (adj)** /'dʒaɪənt/  
**go-karting** /'gəʊkɑːtɪŋ/  
**group** /gruːp/  
**hiking** /'haɪkɪŋ/  
**horse riding** /'hɔːs raɪdɪŋ/  
**ice skating** /'aɪs skeɪtɪŋ/  
**iceberg** /'aɪsbɜːɡ/  
**kite** /kaɪt/  
**leaf** /liːf/  
**llama** /'lɑːmə/  
**mango** /'mæŋɡəʊ/  
**mast** /mɑːst/  
**medal** /'medl/  
**mountain biking** /'maʊntɪn baɪkɪŋ/  
**mountain** /'maʊntɪn/  
**record (n)** /'rekɔːd/  
**rock climbing** /'rɒk klaɪmɪŋ/  
**rollerblading** /'rɒləbleɪdɪŋ/  
**roof** /ruːf/  
**safe (adj)** /seɪf/  
**sail (n)** /seɪl/  
**sailing** /'seɪlɪŋ/  
**skiing** /'skiːɪŋ/  
**smoke** /sməʊk/  
**snowboarding** /'snəʊbɔːdɪŋ/  
**sportsman** /'spɔːtsmən/  
**tile** /taɪl/  
**try (windsurfing)** /traɪ/  
**twig** /twɪɡ/  
**umbrella** /ʌm'brelə/  
**wave (in sea) (n)** /weɪv/

**whale** /weɪl/  
**wind** /wɪnd/  
**windsurfing** /'wɪndsɜːfɪŋ/  
**winner** /'wɪnə(r)/

## Festivals

**brussels sprouts** /'brʌslz 'sprəʊts/  
**coal** /kəʊl/  
**corn** /kɔːn/  
**cranberry sauce** /krænberi 'səʊs/  
**dragon** /'dræɡən/  
**envelope** /'envələʊp/  
**floor** /floː(r)/  
**forest** /'fɒrɪst/  
**harvest** /'hɑːvɪst/  
**lantern** /'læntən/  
**lucky** /'lʌki/  
**mandarin orange** /'mændrɪn 'ɒrɪndʒ/  
**moon** /muːn/  
**New Year's Day** /njuː jɪəz deɪ/  
**parade** /pə'reɪd/  
**Pilgrim** /'pɪlɡrɪm/  
**present (n)** /'preznt/  
**pumpkin pie** /pʌmpkɪn 'paɪ/  
**pumpkin(s)** /'pʌmpkɪn/  
**sack** /sæk/  
**sleigh** /sleɪ/  
**squash (n)** /skwɒʃ/  
**sun** /sʌn/  
**Thanksgiving** /'θæŋksɡɪvɪŋ/  
**turkey** /'tɜːki/

## Children around the World

**attic** /'ætɪk/  
**badge** /bædʒ/  
**camping** /'kæmpɪŋ/  
**chest** /tʃest/  
**clear up** /kliə(r) ʌp/  
**community** /kə'mjuːnəti/  
**concrete** /'kɒŋkriːt/  
**endangered** /ɪn'deɪndʒəd/  
**expensive** /ɪk'spensɪv/  
**hibernate** /'haɪbənət/  
**injured** /'ɪndʒəd/  
**jewellery** /'dʒuːəlri/  
**lake** /leɪk/  
**marry** /'mæri/  
**medicine** /'medsn/  
**plague** /pleɪɡ/  
**protect** /prə'tekt/  
**put up (tent)** /pʊt ʌp/  
**rubbish** /'rʌbɪʃ/  
**Scout** /skaʊt/  
**skill** /skɪl/  
**tourist** /'tʊərɪst/  
**turn over (boat)** /tɜːn əʊvə(r)  
**turtle** /'tɜːtl/



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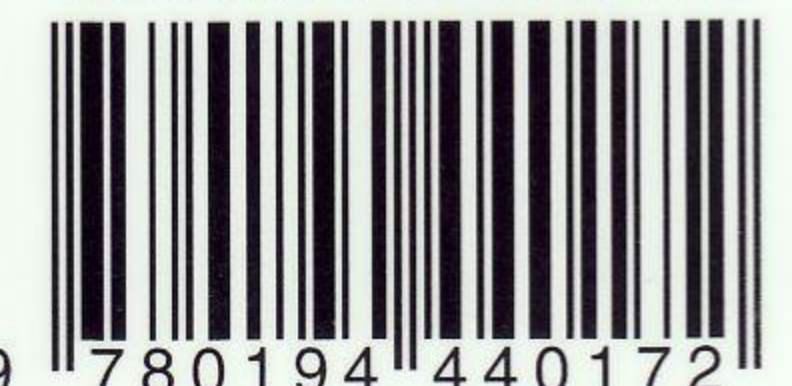
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